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ABSTRACT

This U.S. history curriculum guide, based upon historical essays written by Richard B. Bernstein, is intended for students in grades 7 and 8, and is the keystone of the 'Crossroads' project. The guide introduces students to the chronological structure of U.S. history and to the eight overarching themes of U.S. history as defined by the 'Crossroads' curriculum. The curriculum enables students to orient themselves within the chronological structure and to think about the past as historians do. The guide is divided into twelve units: (1) "A World of Their Own: The Americas to 1500"; (2) "Contact: Europe and America Meet, 1492-1620"; (3) "The Founding of New Societies, 1607-1763"; (4) "What Was the American Revolution? 1760-1836"; (5) "The Ambiguous Democracy, 1800-1848"; (6) "'Now We Are Engaged in a Great Civil War,' 1848-1880"; (7) "'What, Then, Is This American?' 1865-1900"; (8) "Waves of Reform, 1880-1921"; (9) "Boom and Bust, 1921-1933"; (10) "The Age of Franklin D. Roosevelt, 1933-1945"; (11) "Leader of the Free World, 1945-1975"; and (12) "A Nation in Quandary, 1975--." Each unit is comprised of the content to be covered, a teacher's rationale, a table of contents, and detailed lessons and activities. (LB)

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CROSSROADS

A K-16 American History Curriculum

The Middle School Curriculum

A joint project of the Niskayuna School District and The Sage Colleges

Made possible with the assistance of the
Fund for the Improvement and Reform of Schools and Teaching (FIRST) of the
United States Department of Education

SO 029 665

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CROSSROADS: A K-16 American History Curriculum

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Preface

In 1992, The Sage Colleges (Troy, NY) and the Niskayuna School District (Niskayuna, NY) received a three-year grant from the Fund for the Improvement and Reform of Schools and Teaching (FIRST) of the U.S. Department of Education to develop a seamless K-16 curriculum in American history. The curriculum, called *Crossroads,* is composed of thirty-six units equally distributed among elementary, middle, and high school grade levels, as well as course syllabi for preservice social studies educators on the subjects of American history and history education. The curriculum is chronologically organized into twelve historical periods--each covered by a unit at each of the three grade levels.

Each unit begins with an essay on the history and historiography of the period written by the project historian, Richard B. Bernstein, an Associate of the Council for Citizenship Education at The Sage Colleges and an adjunct faculty member at New York Law School and distinguished historian. The unit plans were then written by teams of Niskayuna and Sage teachers after a year-long seminar in American history and historiography with Professor Bernstein. Following their preparation, elementary and middle school units were field tested within the Niskayuna District and in the Albany City School District. The middle school curriculum was also field tested in two Ohio districts. All units were reviewed by an advisory panel. The project is directed by Stephen L. Schechter, a Professor of Political Science and Director of the Council for Citizenship Education at The Sage Colleges, and by Henry E. Mueller, Niskayuna Middle School Social Studies Coordinator. The project is administered by the Council for Citizenship Education.

Developed by the Niskayuna-Sage partnership, the "crossroads" model of curriculum development begins with three strategic junctures of history education: (1) at grades seven and eight, where a natural "crossroads" already exists between elementary and secondary education, between childhood and adolescence, and between an interest in the concrete and a capacity to grapple with the abstract; (2) in the first year of postsecondary education, where students are taking surveys of American history, government, and education which can provide a critical juncture between secondary and postsecondary education; and (3) in capstone experiences of postsecondary education, notably social studies methods and student teaching, in which students experience another transition, this time between their undergraduate experience in postsecondary education and the prospect of a teaching career rich in lifelong learning experiences.

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CROSSROADS

Introduction: Middle School Curriculum

The middle school CROSSROADS curriculum is the collaborative product of the entire middle school social studies department at Niskayuna School District. The goal of these units of instruction is to translate the work of Project Historian Richard B. Bernstein into materials that will promote successful classroom instruction in grades seven and eight.

The department prepared for this curriculum project throughout the 1992-93 school year. In meetings with the project historian, as well as members of the elementary, high school, and college teams, teachers began to think about historical periods in terms of how best to teach them to middle level students. Several separate department meetings were also held at which teachers examined the task and prepared for the activities of the summer. During six weeks of the summer of 1993, the first draft of the curriculum was written by teachers working in teams. Field testing took place during the 1993-94 school year in both middle schools in the Niskayuna district as well as by teachers in Burnt Hills, New York, and two schools in Ohio. Revisions based on field testing and reviews by the project's Advisory Board led to a second draft written in the summer of 1994 and field tested in the 1994-95 school year. The following document contains those revisions which responded to the second year of field testing.

Elements of Good Middle School Curriculum

Prior to beginning the actual curriculum writing project, the department agreed upon several principles that would guide writing teams. They believe that each of the following elements are necessary for successful middle school curriculum:

1. *Curriculum should be written at an appropriate but challenging developmental level.* The concepts and lessons are aimed at students in the late concrete operational or early formal operational stages. In addition, wherever possible lessons and activities were written to develop upper level thinking skills; for instance, students are called upon to analyze events, rank them in importance, and defend their decisions. Emphasis is also placed on taking advantage of middle school students' social and personal interests; for instance, several lessons focus on what life was like during a certain period of time or how historical events affected the individuals or the groups involved in them.

2. *Curriculum should be appropriate for heterogeneously grouped classrooms.* Most of the literature about middle school education suggests that students should be grouped heterogeneously in classrooms, and that within those classes students might be grouped and regrouped as is most appropriate for the lesson and student ability. The curriculum provides activities that students of various levels of ability and interest can find both challenging and rewarding. A variety of methodologies are suggested, and whole class, independent, and

cooperative group instruction are all incorporated into the curriculum. While many of the activities culminate in some form of written work (essays, letters to the editor, journal entries), others include working on maps, drawing political cartoons, creating collages, and other methods of expressing understanding of key concepts.

3. *Curriculum should provide students with opportunities to act as an historian.* Throughout the curriculum hundreds of primary sources (such as constitutional documents, personal accounts of events, and even period advertisements) have been reproduced. Students can be engaged in the work of an historian; for instance, they can perceive past events as they were experienced at the time and appreciate the interplay of change and continuity. Teachers may have to help students decipher the more difficult passages, but it is important that every student participates in viewing the past through primary source materials.

4. *Curriculum should integrate skills development with content.* The curriculum emphasizes the skills of research and writing, and lessons requiring both are found in every unit. Students are called upon to gather information from many resources and write cogently about what they have learned. However, lessons are also included that require students to interpret political cartoons, give oral reports, and make use of several other skills typically taught to middle school students. Importantly, no skill is taught in a vacuum; the concept taught is matched as closely as possible to the skills used as a vehicle for teaching that concept.

5. *Curriculum should provide opportunities for authentic assessment of instruction.* In each unit at least one lesson culminates with an activity for which a grading rubric is provided, referred to in the curriculum as assessment criteria. Each of these is an integral part of the unit, so that the assessment is part of the learning process. While quizzes or tests could be added to this curriculum by an individual teacher, none are included in the curriculum.

6. *Curriculum should be relevant, interesting, and engaging.* A variety of activities and methodologies are included in every unit; every student should be able to find something he or she really enjoys. Many lessons ask students to play roles or assume a position to better understand the views of historical individuals or groups. Personalizing social history helps students feel more involved with history.

Organization of the Curriculum

Each of the twelve instructional units is organized in the same way to aid teachers in using it to develop their lessons.

- The Content to be Covered in the unit is listed on the fist page in statement form.
- A Teacher's Rationale describes the thrust of the unit for the teacher's point of view, and was written by the team of teachers who developed the unit. In addition, the project historian's chapter on the unit should be read prior to reviewing lessons and activities included in the unit.
- The Table of Contents lists the questions/problems in the unit. The department organized the lessons around questions/problems to underline the inquiry nature of the curriculum.
- Detailed Lessons and Activities suggested for the unit follow. Teachers may feel free to use their own professional judgment to modify these lessons; however, please note that often one lesson builds upon another, so that one should preview the entire unit before changing individual lessons.
- Materials for the student (and occasionally the teacher) are included as **CROSSROADS Resources**. These include primary and secondary source materials, maps, charts, and a variety of other handouts developed for the lesson.
- Included in each unit are one or more lessons that can be used as an authentic assessment. Each lesson is accompanied by assessment criteria for grading purposes. The majority of assessments require some form of student writing, but also included are assessments of oral reports, political cartoons, collages, and other engaging activities.

Unit I: A World of Their Own: America to 1500s

Content and Understandings:

1. Geography affects culture.
2. Indian tribes had their own histories, cultures, systems of government and law, and understandings of how to live in the world.
3. Historians use a variety of methods, tools, and techniques to find out about the past.
4. Pre–Columbian Indians had cultures worthy of respect.

Teacher's Rationale for the Unit:

This unit, like all those in this curriculum, is rooted in the belief that schools andcurriculum should be learner centered. The content and concepts for Unit I provide a framework that is developmentally appropriate, offers interdisciplinary opportunities, and allows for the interrelatedness of content and skills. Methodology that emphasizes cooperative learning and the pursuit of individual interest provides students with the opportunity for in–depth study and research. In addition, the content and concepts chosen encourage students to employ higher level thinking and problem solving skills in order to research, re–enact, or re–create the past while utilizing the tools of an historian.

Students should realize that the people and the happenings in America prior to the 1500s were important and are relevant to both subsequent units of instruction and to ongoing changes in American society today.

Please note that this curriculum refers to native people as "Indians," a term widely used today by native people themselves as well as those who study their cultures and histories.

This unit should encourage students to think about geography, culture, and history; how we learn about them; and how they are interrelated.

Table of Contents:

- Question/Problem 1: Describe the geographic features of the United States.
- Question/Problem 2: What was life like for Indians before the arrival of Columbus? (Note: students will research a specific Indian tribe.)
- Question/Problem 3: Prove that Pre– Columbian Indians had cultures worthy of respect.
- Enrichment Activity 1: Character Simulation.
- Enrichment Activity 2: Change and Indian Society Today

Question/Problem 1: Describe the Geographic Features of the United States

Objectives: The student will be able to

1. locate specific landforms and water bodies in what is now the United States.
2. identify culture areas of the major Indian groups in what is now the United States.
3. describe the climate, vegetation, animal life, and natural resources of a particular culture area as it was 500 years ago in what is now the United States.
4. make inferences about the relationship between geography and culture.

Description of lesson/activity:

1. A blank map of the United States and a "List of Major Landforms and Water Bodies" should be given to each student. (See resource section of this Unit.) Directions for completing this activity are given at the top of the list. Teachers may wish to incorporate additional directions; for instance, students could color landforms and water bodies and add a key. The teacher should decide if this part of the lesson will be completed individually, with a cooperative group, or teacher directed for the entire class.

   Other commercially produced maps may be used, and the list of landforms and water bodies may be changed or supplemented in any way that is appropriate to the resources available to students. The purpose of the activity is to familiarize students with the geographic features needed for the next part of the lesson.

2. Teacher should make a transparency of the accompanying "Culture Area Overlay Map." Teacher can then use the transparency on an overhead projector and direct students to divide their maps into five culture areas. Another option is to make copies of the transparency for use in small cooperative groups. After the United States map has been divided into five culture areas, each cooperative group will be assigned one of the culture areas to research. Culture area refers to a geographic region which was occupied by native people who had common lifestyles. (For example, they realized their basic needs for food, shelter, clothing, and ways of living together in similar ways).

3. Students should be given the accompanying "Geographic Worksheet" with directions for gathering information on their culture area as it was found before Columbus. Space is provided at the top of the Worksheet to write the name of the culture area that will be researched. It is expected that sufficient detail of information can be gathered so that students can develop a good understanding of the geography of the culture area being studied. Atlases, textbooks, encyclopedias and other resources can be used to complete this activity; teachers should gather these resources prior to assigning this activity.

4. The completed geographic worksheets should be used by students to make some inferences. If students are not familiar with this term, teacher should instruct them in how one can draw conclusions from reasoning about something already known. The inferring is being done to allow students the opportunity to think at a higher level and to make sure the student understands the concept that geography affects culture. Be certain that students realize their inferences should be made solely on what they know about Pre– Columbian geography. They should be instructed that historians do not make inferences about the past based on what they know about the present.

An "Inference Worksheet" with student directions is provided. Students are directed to begin each inference with "We infer that . . ." and include a statement beginning with "because" so that the inference is connected directly to evidence from the map or Geographic Worksheet. Students will be able to use the information from the map and Geographic Worksheet to complete the Inference Worksheet. This Inference Worksheet should be kept as a reference; the teacher should make students aware that it will be used at the end of lesson two.

Below are some examples of appropriate inferences. Students researching the Northeast and Central Plains area might come up with the following inference.

Food: We infer that fish might be a part of Indian diet because tribes could be located near rivers or lakes.

Clothing: We infer that deerskin and animal furs were used for clothing because these were available and probably needed during the cold winters.

Transportation: We infer that they might have developed some sort of snowshoes because of the snowy winters.

Shelter: We infer that wood or bark may have been used in shelters because trees were plentiful and strong homes would be needed, especially in the winter.

Unit I: A World of Their Own: The Americas to 1500

Question Problem 1: Describe the geographic features of the United States.

List of Major Landforms and Water Bodies in the United States.

Directions:

1. Use an atlas or textbook to locate each landform or body of water listed below.
2. Label the following items on your map. Check them off as you complete each item.

Mountains

Rocky Mountains
Appalachian Mountains
Cascade Range
Sierra Nevada Mountains
Pacific Coast Ranges

Rivers

Mississippi
Hudson
Ohio
Missouri
Platte
Snake
Colorado
Columbia
Yukon
Arkansas
St. Lawrence
Rio Grande
Red

Plateau

Piedmont
Columbia Plateau
Great Basin
Colorado Plateau

Oceans and Gulfs

Atlantic Ocean
Pacific Ocean
Gulf of Mexico
Gulf of Alaska

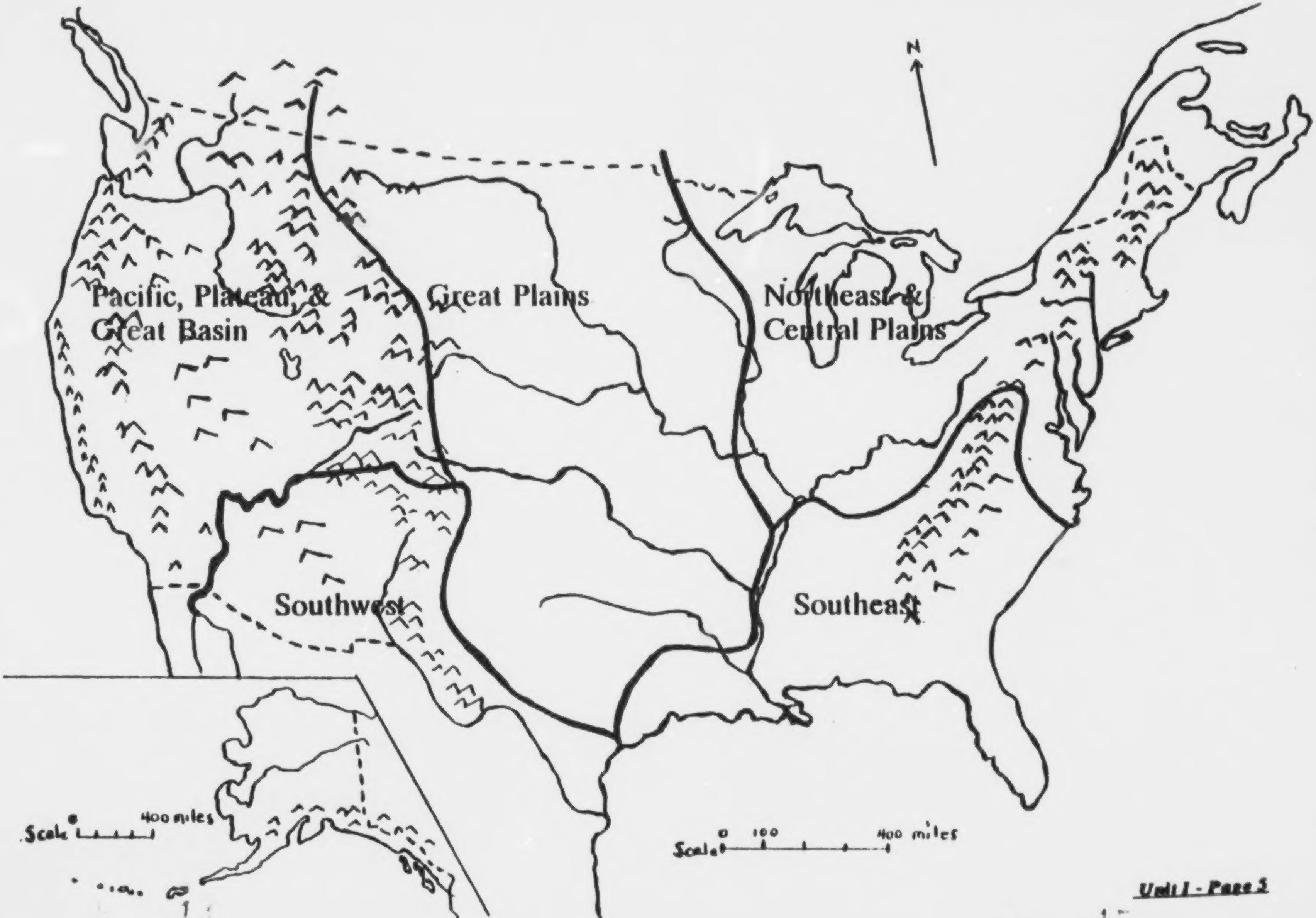
Lakes

Great Salt Lake
Lake Superior
Lake Huron
Lake Ontario
Lake Erie
Lake Michigan

Plains

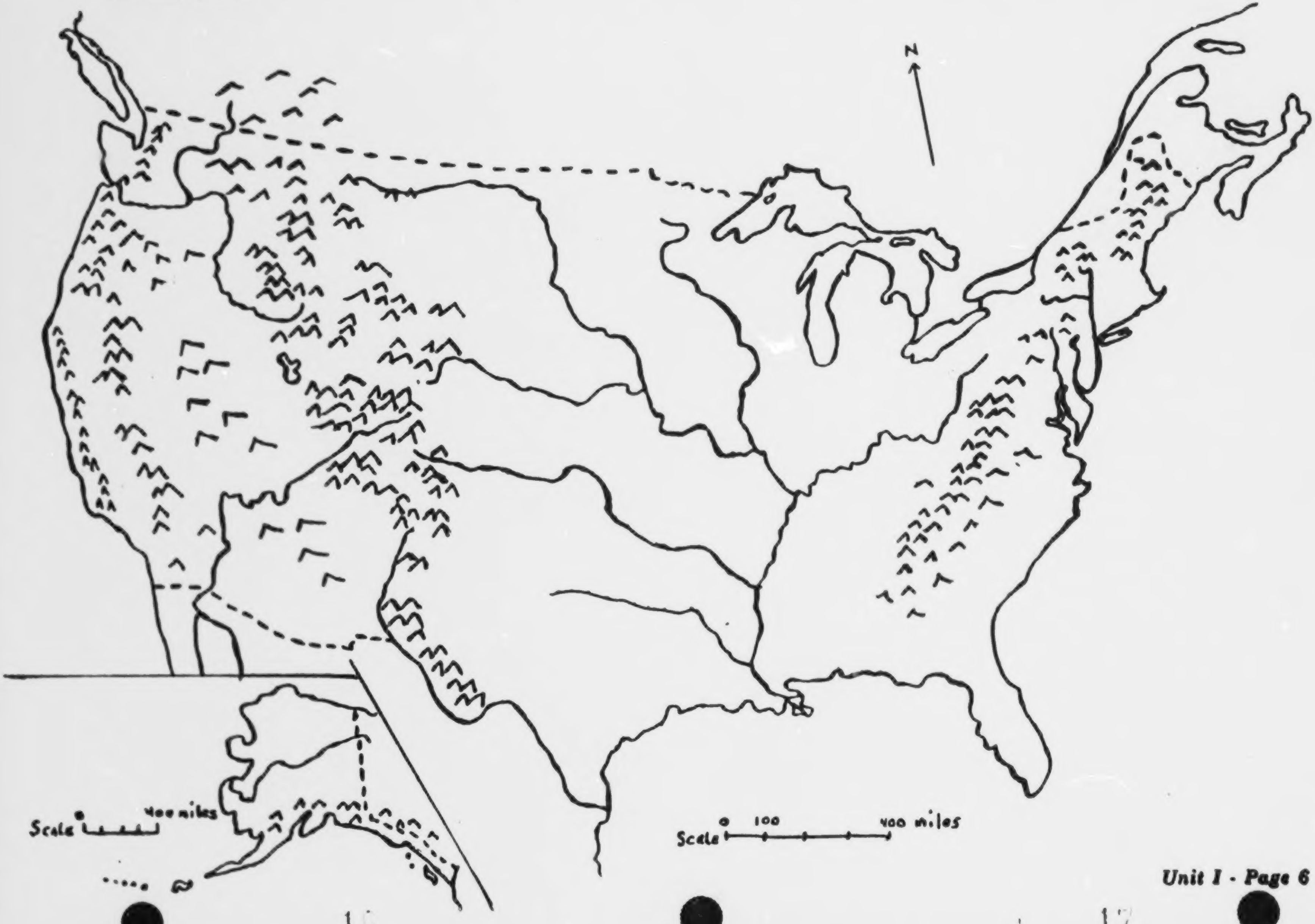
Great Plains
Atlantic Coastal Plain
Gulf Coastal Plain

Culture Area Overlay Map (ca. 1500)


N
Pacific, Plateau, &
Great Basin
Great Plains
Northeast &
Central Plains
Southwest
Southeast
Scale 400 miles
Scale 0 100 400 miles

MAJOR LANDFORMS AND WATERBODIES OF THE UNITED STATES

Question/Problem I


N
Scale 0 400 miles
Scale 0 100 400 miles

Unit I: A World of Their Own: The Americas to 1500

Question/Problem 1: Describe the geographic features of the United States.

Geographic Worksheet.

Directions: Using an atlas and/or textbook, complete the following form for your particular culture area as it was found before 1500.

Culture Area: ____________________

Land Forms:

Waterbodies:

Climate:

Vegetation:

Animal Life:

Natural Resources:

Unit I: A World of Their Own: The Americas to 1500

Question/Problem 1: Describe the geographic features of the United States.

Inference Worksheet

Directions: Using the information from your map and from your geographic worksheet, infer what life would be like for an Indian living in your culture area prior to 1500. For each inference, begin your statement with "We infer that . . ." evidence you used to develop your inference.

Culture Area: ____________________

Clothing:

Shelter:

Food:

Transportation:

Other:

Question/Problem 2: What was life like for Indians before the arrival of Columbus?

Objectives: The student will be able to:

1. gather information on the geographic, economic, political, and social aspects of Indian life.
2. make a presentation about an authentic artifact.
3. connect the artifact to the Indian culture studied.
4. record information about six or seven Indian tribes by using the student oral presentations as a resource.
5. assess the accuracy of previous inferences. (See Q/P 1, objective 4.)
6. appreciate the cultural difference between Pre–Columbian Indian tribes.
7. work cooperatively with a group to gather and present information.

Description of lesson/activity:

1. Continuing in the same cooperative groups used for Question/Problem 1, the group should choose one Indian tribe from their culture area studied for Question/Problem 1. This can be done through use of reference books or from the resource provided (See handout, "Some Major Tribes of Culture Areas of the United States.")
2. Students should be introduced to the "Life Grid," an attached student resource upon which they will record information. Students should also be made aware of the manner in which they will be required to present the material to the class (see #4), so that they will be able to appropriately focus their research.
3. Students should begin researching and recording information using the life grid as a model. Students may use any resources that are available; several resource suggestions can be found at the end of this lesson.
4. Upon completion of the life grid, the teacher should explain to the students that since Pre–Columbian tribes left no written documents, the only way that historians have learned about Indian cultures is through artifacts and the stories of the people. Students will now be asked to be the historian and to complete a visual and/or oral presentation that will explain the culture using the methodology of a historian. Students should also be given the evaluation worksheet at this time so that they are aware of how their presentation will be judged.

- Each student in the group must find, make, and present at least one artifact, myth, or legend to explain a particular aspect of the Indian culture that they have researched.

- Students should be encouraged to make artifacts as authentic as possible. For example, a student might do a painting on a rock which would be representative of the art form of the Hopi. However, in some cases this would not be possible and student should come up with an original way to create the artifact. For example, if deerskin is not available to show the clothing of the Mandan Tribe, students might recreate the aprons and moccasins out of felt. As a last resort, students may have the option to do a drawing of the artifact.

- For myths or legends, students must find and tell an actual story from the tribe researched. Students should be reminded any reference they make to time, place or object must be authentic.

- Each student must present his/her artifact and an explanation of the relationship of that artifact to the culture. For example, a cooperative group studying the Iroquois might present the following to explain the culture:

  - create or share a myth about the "orenda," the invisible spirit force, to show the belief system.

  - build a longhouse to show the shelter, the method and material used within the Iroquois economy, and Iroquois clan and family structure.

  - create clamshell beads to show the economic system.

  - share the legend of Hiawatha with the class to explain the political system.

5. Each student will be assessed for his/her contribution to the presentation. An "Evaluation of Student Product and Oral Presentation" is attached.

6. While each student is presenting, every other student should be gathering information on the enclosed "Oral Presentation Summary Sheet." If students are not familiar with note– taking skills, the teacher might want to take this opportunity to teach the skill. Students will need the information from this activity to complete Question/Problem 3, and they should be made aware of this.

7. After presentations, the teacher should refer students back to the inference worksheet from Question/Problem 2. Students, either individually or as a group will be asked to compare their original inferences to what they have found to be true of the Indian culture that they have researched. This is being done for the purpose of having students think at a higher level and to re–enforce the concept that geography influences the culture. Students might be asked to share their findings with the rest of the class in large–group discussion format.

Resources:

Many books that include many tribes of Indians would be useful for this unit. However, some proved to be exceptional resources:

1. Wolfson, Evelyn. From Abenaki to Zuni. New York: Walker and Company, 1988.
   This book is done in dictionary format. It is simple to read and contains illustrations of many artifacts.

2. Kopp, Philip. The Smithsonian Book of North American Indians. Washington, DC: Smithsonian Books, 1986.
   This book divides Indians into geographic areas. It also includes striking photographs of artifacts.

3. Tunis, Edwin. Indians. New York: Thomas Crowell, 1979.
   Geographically divided with numerous illustrations of artifacts.

4. The First American Series. Benford Books, 1992.
   This is an eight–volume series that explains the Indian cultures within a geographic context. Done with photographs and text.

5. Waldman, Carl. Encyclopedia of Native American Tribes. Hong Kong: Facts on File, 1988.

6. Caduto, Michael and Burchac, Joseph. Keepers of the Earth. Golden, CO: Fulcrum, Inc., 1989.
   A typical collection of Indian myths and legends that would be appropriate.

Unit I: A World of Their Own: The Americas to 1500

Question/Problem 2: What was life like for Indians before the arrival of Columbus?

Life Grid

Culture Area ________________ Tribe____________

Geographic
("Geographic" means the physical characteristics of the area, including such aspects as landforms, climate, vegetation, natural resources.)

Economic
("Economic" means the way people trade goods and services, including their modes of transportation and how they get what they need and want.)

Political
("Political" means who the leaders are and how decisions are made and enforced.)

Social
("Social" means the behavior of the people such as religion, education, roles, family structure, customs and traditions.)

Unit I: A World of Their Own: The Americas to 1500

Question/Problem 2: What was life like for Indians before the arrival of Columbus?

Oral Presentation Summary Sheet

Directions: Listen to the oral presentations in class and fill in this chart.

Name of Presenter	Name of Tribe	Describe or name the artifact or legend	What can you learn about this tribe from this artifact or legend

Unit I: A Word of Their Own: The Americas to 1500

Question/Problem 2: What was life like for Indians before the arrival of Columbus?

Some Major Tribes of the Culture Areas of the United States

The Southwest

Hopi
Zuni
Navaho

The Southeast

Cherokee
Creek

The Northeast & Central Plains

Iroquois
Chippewa
Abenaki

The Great Plains

Cheyenne
Crow
Sioux

The Pacific Coast, Plateau & Great Basin

California tribes (Chinkook, Pomo, Yurok)
Nez Perce
Ute

Unit I: A World of Their Own: The Americas to 1500

Question/Problem 2: What was life like for Indians before the arrival of Columbus?
Evaluation of Student Product and Oral Presentation

Artifact: Student product is an accurate and authentic representation of an aspect of Indian culture. It shows creativity and effort.	Excellent student product.	5____
	Good student product.	4____
	Product is correct and shows some effort.	3____
	Product is correct but little effort.	2____
	Product is incorrect or shows no effort.	1____
Relationship of Artifact to Culture: Presentation thoroughly and clearly explains how student product represents a particular aspect of the Indian culture researched.	Thorough and clear explanation.	4____
	Clear but not thorough explanation.	3____
	Adequate explanation.	2____
	Demonstrates little understanding of relationship.	1____
Knowledge: Presentation includes information about an Indian culture researched from several resources.	Excellent information.	4____
	Good information.	3____
	Adequate information.	2____
	Knows little about culture.	1____
Organization: Presentation includes introduction, information linked together in clear way, and a summary or conclusion.	Presentation is organized.	2____
	Presentation is disorganized.	1____
Speaking: Presenter speaks loudly and clearly enough to be heard, demonstrates good posture, and refers only occasionally to notes.	Successful use of speaking skills.	2____
	Little use of speaking skills.	1____
Timing: Presentation should take only the amount of time assigned by the teacher.	Timing correct.	2____
	Too long or too short.	1____

19-18 = Excellent
17-16 = Good
15-14 = Satisfactory
13-12 = Needs Improvement
11- 6 = Unsatisfactory

TOTAL SCORE________

YOUR GRADE________

Unit I: A World of Their Own: The Americas to 1500

Question/Problem 3: Prove that Pre–Columbian Indians had cultures worthy of respect.

Objectives: The student will be able to:

1. select evidence to prove that the Pre–Columbian Indians of what is now the United States developed diverse cultures worthy of respectful study.

2. present evidence in an organized, written fashion that will be convincing to the reader.

Description of lesson/activity:

1. The teacher should introduce the task by distributing the accompanying resource "Some Views on Native Americans" to each student. Students should be given time to read and digest the quotations. Then, within their cooperative group, members should discuss whether these quotes fit with what they have learned about their particular tribe. This will give students the opportunity to share their views in a smaller, perhaps less threatening group. Then as a full class, the discussion should be directed toward American Indian tribes in general prior to 1500. Students should be coming to the awareness that these quotes are not accurate descriptions of the cultures that they have just researched and why.

2. Students should then be asked to prove the statement that "Pre–Columbian Indians had cultures worthy of respect." This will be done in the form of an individually written essay. These directions assume that students are familiar with teacher–or–department– developed instructions for writing an essay. Students should use information from their "Life Grid" and "Oral Presentation Summary Sheet" (see Question/Problem 2) plus the information that they heard in the whole class discussion (see above) to write an essay, giving evidence to support the above statement. Provide students with the accompanying "Essay Evaluation Criteria" prior to the completion of their essay. Review the criteria with them. This will acquaint all students with the expectations of essay writing at the middle–school level.

3. Essays should be graded using the criteria suggested for essay evaluation. This authentic assessment can provide a summary evaluation of student understanding of the unit.

Unit I: A World of Their Own: The Americas to 1500

Question/Problem 3: Prove that Pre–Columbian Indians had cultures worthy of respect.

Some Views of American Indians

Once contact had been made between Indians and people of other cultures, there were many times when the outsiders described Indians as little more than primitive savages.

- A Spanish Franciscan in California in 1769 found Indians to be "*...without religion, or government, (having) nothing more than diverse superstitions and a type of democracy similar to that of ants.*"
- In 1856, Frederick Law Olmsted described Indians he met in South Texas, "*We could not find even one man of dignity; the universal expression towards us was either a silly leer or a stupid indifference.*"
- An Englishman, visiting the United States in 1875, said that, "*Their inventive and initiative faculties appear to be a very humble capacity, nor have they the smallest taste for the arts and sciences.*"
- In 1897, an officer in the United States Army described the Indians as "*incapable of even a veneer of civilization.... He was animal in his instincts, and he neither knew nor cares about anything not connected with his material wants.... All Indians are lazy and thievish, work being considered degrading.*"

Why did people say these things? George Catlin (1832–1839) said, "*I am fully convinced, from a long familiarity with these people, that the Indian's misfortune has consisted chiefly in our ignorance of their true native character and disposition, which has always held us at a distrustful distance from them...*"

Your assignment is to prove that Pre–Columbian Indians had cultures worthy of respect. To do this you may use evidence from the life grids you filled out on tribes from different culture areas, as well as any other information your teacher provides. Your proof will take the form of an essay; your teacher will provide you with the evaluation criteria for this essay.

All quotations from Jack D. Forbes, The Indian in America's Past (Englewood Cliffs, NJ: Prentice Hall. 1964).

Unit I: A World of Their Own: The Americas to 1500

Question/Problem 3: Prove that Pre–Columbian Indians had cultures worthy of respect.

Essay Evaluation Criteria

Arguments: Essay states in clear topic sentences the reasons that pre-Columbian Indians had cultures worthy of respect.	Strong, thoughtful, and insightful argument made.	4____
	Brief argument made.	3____
	Mix of accurate and inaccurate arguments.	2____
	Student fails to adequately describe argument(s).	1____
Information: Facts, details, and examples are used to support argument.	Many accurate facts, details, and examples for each argument.	4____
	Sufficient amount of supporting information is included.	3____
	Mix of accurate and inaccurate information included.	2____
	No supporting information is included.	1____
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay has definite beginning, middle and end.	3____
	There is an attempt to organize essay.	2____
	No organization, lacking proper structure.	1____
Writing style: Essay is readable with varied sentence structure.	Clear and readable writing style.	2____
	Some parts of essay are not clear.	1____
Grammar, mechanics, Spelling: Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2____
	Some weaknesses and errors	1____

15-14 = Excellent
13-12 = Good
11-10 = Satisfactory
9- 8 = Needs Improvement
7- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit I: A World of Their Own: The Americas to 1500

Enrichment Activity 1: Character Simulation

While our knowledge of Indian leaders before 1500 is limited, we have many records of famous leaders after that time.

The student should choose a famous Indian leader to research. After gathering information, the student could actually become that person in a classroom presentation, by dressing the part, speaking in the first person and answering questions from the audience.

Some suggestions for appropriate choices would be:

- Pope, who led a rebellion against the Spanish in 1680.
- Quanah Parker, a Comanche chief who is seen as a man of peace rather than war.
- Crazy Horse, a daring Sioux Chief involved in the Battle of Little Big Horn.
- Cochise, who led the Apaches against the settlers in Arizona.
- Geronimo, who led the Apache resistance against the settlers in the late 1880s.
- Sequoyah, who created a written language for the Cherokee.

Information on individual Indians can be found in many of the books listed in resources for Question/Problem 2.

Unit I: A World of Their Own: The Americas to 1500

Enrichment Activity 2: Change and Indian Society Today

The focus or concept for this activity is change. The student should explore the Indian tribe that he or she researched and reported on in Question/Problem 2 in terms of what is happening in the lives of these people today.

> Indians are changing as the peoples are changing. Yet they retain their identities while speaking English, wearing Western clothes, living in modern houses, borrowing techniques from the West and so on. Who but an out–of–touch intellectual would arrogantly assert that the American Indian, alone among peoples, should not change but should remain a textbook example of 'the ethnographic present'? The Indians' survival in the contemporary world, different as that world is from the form uncovered by prehistoric archaeology and post–settlement ethnography, is itself a vindication of their Indianness.

From Philip Kopp, The Smithsonian Book of North American Indians (Washington, DC: Smithsonian Books, 1986).

In addition to some of the topics mentioned in the above paragraph the following could be explored: Students could give an oral presentation of their findings to the class or write an essay.

1. Difficult problems that many American Indians struggle with today:
   - Economy: many Indians are among the poorest Americans.
   - Education: some Indian children attend segregated schools run by the United States Bureau of Indian Affairs while others attend public schools on reservations.
   - Health: life expectancy is lower than the national average and the infant mortality rate is the highest in the United States.
   - Politics: Indians have little impact on the political process of the Federal Bureau of Indian Affairs.
2. Gaining control over their own lives:
   - Control of their education
   - Control of their tribal government
   - Control of their land
   - Control of their cultural lives

Students could use the resources cited in Question/Problem 2 or contact the United States Bureau of Indian Affairs, Public Affairs Office, United States Department of Interior, Washington, DC 20240; (202) 208–7315.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Content and Understandings:

1. There were many geographic, economic, technological, personal, and political factors prior to 1492 that caused Europeans to explore.
2. Explorers demonstrated particular characteristics.
3. The goals, purposes, and methods of the exploring European countries varied.
4. Contact between the Europeans and Indians had positive and negative impact for both.

Teacher's Rationale:

Students learn from this unit that Europeans had different reasons for exploration and approached it in a variety of ways. Also, the unit makes it clear that explorers were people who had vision, aspirations, unique attributes, and perhaps flaws of character. Studentsshould be motivated to see through the eyes of an explorer or an Indian to judge whether contact was a benefit or drawback for each of them.

As in the previous unit of instruction, Unit II provides content and concepts which are developmentally appropriate and provide opportunities for the use of higher level thinking and problem solving skills. Opportunities also exist for in–depth study and research, as well as for encouraging students to expand their understanding of the interrelatedness between geography, culture, and history which was begun in Unit I.

Table of Contents:

- Question/Problem 1: What were the geographic, economic, technological, personal, and political factors between the Crusades and 1492 that caused the Europeans to explore?
- Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1673.
- Question/Problem 3: Assess the effects of contact on the Indians and Europeans between 1492 and 1673.
- Suggested Enrichment Activities

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 1: What were the geographic, economic, technological, personal, and political factors between the Crusades and 1492 that caused the Europeans to explore?

Objectives: The students will be able to:

1. locate the political boundaries of Europe and existing world trade routes prior to 1492.
2. describe the prevailing conditions in Europe prior to 1492 that caused the Europeans to explore.
3. identify the personal characteristics of someone who might become an explorer.
4. gather relevant information to answer the question/problem.
5. record information in an organized way.

Description of lesson/activity:

1. The teacher may want to review the Crusades and the results of the Crusades as an introduction to this question/problem.
2. The teacher should then introduce the question/problem.
3. A copy of the student worksheet "Geographic, Economic, Technological, and Political Factors" should be distributed to the students. The students should be directed to gather information to complete the activity using the resources available.
4. At this point note–taking skills should be discussed. Skills to be stressed include the use of key phrases rather than copying complete sentences, the use of relevant information, and recording information in the appropriate spot on the worksheet.
5. Suggested answers are included for the teacher. It is expected that sufficient information will be gathered so that students can develop a good understanding of the factors that caused Europeans to explore prior to 1492.
6. Evaluation of student research is up to the teacher.
7. After completing the research activity, students should focus specifically on the geographic factors by completing the map activity entitled "Political Boundaries and Trade Routes by 1492." A student guide sheet and a blank map are provided.

8. The goal of this activity is to provide students with an understanding of what the world looked like during this time period. It also requires students to draw some conclusions from a completed map. Teachers should provide a variety of resources to show the topography of Asia, the routes in detail, etc. Evaluation of the completed map and the students' inferences is up to the teacher.

9. The "Personal Characteristics of an Explorer" activity is used as a transition from national to individual reasons for exploration. The teacher may want to introduce the activity by defining the terms explore and explorer. To explore is to investigate the unknown, and an explorer is one who investigates the unknown; explorations have a purpose while discovery could be by accident. The teacher may also want to focus on the types of ships used during this time; and the dangers, the unknowns and the navigational knowledge of the time. Maps of this time period may be of interest to students.

10. The class discussion should then focus on the personal characteristics of an individual which would lead to exploration.

11. The teacher should have students complete the activity "Personal Characteristics of an Explorer," either as part of the class discussion or as an individual assignment. Students could share their descriptions with the class.

12. Students might include the characteristics listed below as well as reasons to support those chosen.

    Explorers would be:

    - *brave* because they had to face the unknown.

    - *curious* in order to leave the safety of home.

    - *tough* in body and in mind in order to endure the journey.

    - a *good planner* to organize a successful venture.

    - a *good leader* in order to keep the crew working together.

13. Teachers should conclude the activity by sharing with students the accompanying quote by Samuel Champlain. Champlain was describing his view of "a good and perfect navigator." Students may want to compare the qualities they thought were important with those identified by Champlain, a successful navigator in his own right.

Unit II: Contact: Europe and America Meet: 1492–1673

Question/Problem 1: What were the geographic, economic, technological, personal, and political factors between the Crusades and 1492 that caused the Europeans to explore?

Geographic, Economic, Technological, and Political Factors Student Worksheet

Directions: Complete the organized form shown below. Remember to use phrases and not complete sentences. Classify and record the data in the appropriate category.

THE FACTORS BETWEEN THE CRUSADES AND 1492 THAT CAUSED EUROPEANS TO EXPLORE

Geographic Factors:

Economic Factors:

Technological Factors:

Political Factors:

Unit II: Contact: Europe amd America Meet: 1492–1673

Geographic, Economic, Technological, and Political Factors Student Worksheet: Suggested Answers

THE FACTORS BETWEEN THE CRUSADES AND 1492 THAT CAUSED EUROPEANS TO EXPLORE

Geographic Factors:

– *Land routes took longer.*

– *Portuguese explorers found route to Asia by sailing south.*

Economic Factors:

– *Monopoly of trade routes by Venice and Genoa. They knew safe trade routes overland.*

– *High prices of goods because of distance travelled and passing through many hands.*

– *Portuguese contact with Africa resulted in a new source for some goods (i.e., gold, salt, ivory, and slaves).*

Technological Factors:

– *Great improvements in sails, shipbuilding, and navigational instruments.*

Examples:

astrolabe – to determine latitude and time

compass – to determine direction

caravel – faster, larger than other ships

– *Prince Henry the Navigator, started school for navigators.*

Political Factors:

– *Ottoman Turks controlled much of land and known sea routes.*

– *A collection of small kingdoms changed into large nations, with large armies and treasuries.*

– *Portugal became leader, found new route to Asia, new source for gold.*

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 1: What were the geographic, economic, technological, personal, and political factors between the Crusades and 1492 that caused the Europeans to explore?

Map of "Political Boundaries and Trade Routes by 1492"

Part I

Directions:

1. Title your map "Political Boundaries and Trade Routes by 1492."
2. Label the items listed below on your map. As you complete each item check it off.
3. Draw and label Da Gama's route on your map.

Continents
Africa
Asia
Europe

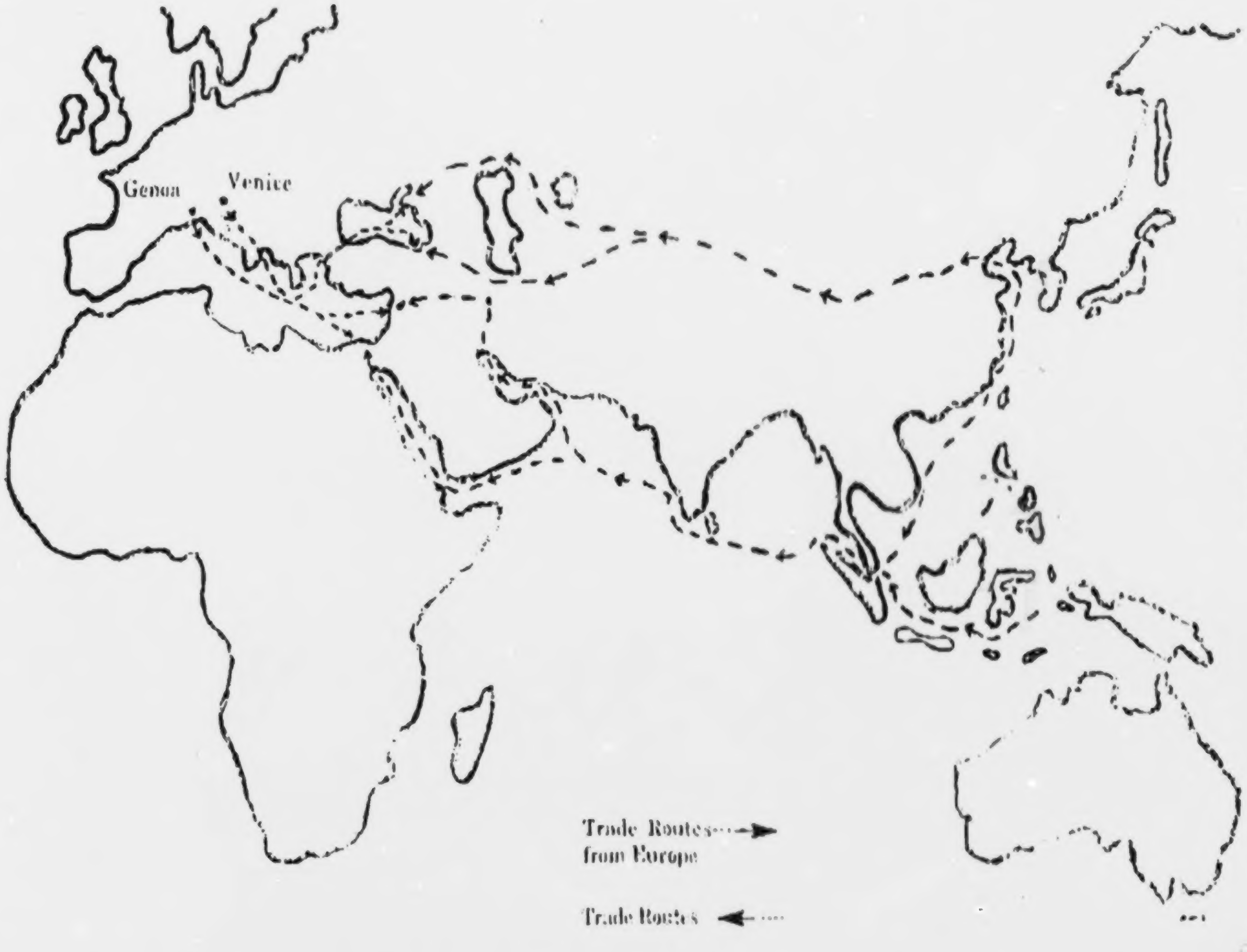
Oceans
Atlantic
Indian
Pacific

Political Boundaries
China
East Indies/Spice Islands
England
France
India
Japan
Portugal
Spain

Part II

Directions: Use the information on your map and other available resources to answer the following questions.

1. What are the differences between Da Gama's route and the Eastern trade routes?
2. Why would Europeans want to find a different route to Asia?
3. What advantages might Da Gama's route have?
4. What disadvantages might Da Gama's route have?


Genoa
Venice
Trade Routes from Europe
Trade Routes

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Unit II: Contact: Europe and America Meet: 1492–1673

Question/Problem 1: What were the geographic, economic, technological, personal, and political factors between the Crusades and 1492 that caused the Europeans to explore?

Personal Characteristics of an Explorer

No one can ever thoroughly explain what causes someone to leave the familiar spaces of home in order to face the unknown. The desire to explore has been felt ever since people began to wonder what lies around the next corner. There is always the possibility that they will find something wonderful, new, and exciting. There is also the chance that an explorer will face many difficulties and dangers. Today, we know much about the world around us but early explorers were confronted with many unknowns. They prepared carefully in order to minimize the dangers. Exploration required a sturdy ship and a dependable crew. The success of the voyage also depended on the right equipment, supplies and information. As important as these things were, the special qualities of the leader determined the success or failure of the voyage.

What are the personal characteristics of someone who might become an explorer?

Unit II: Contact: Europe and America Meet: 1492–1673

Question/Problem 1: What were the geographic, economic, technological, personal, and political factors between the Crusades and 1673 that caused the Europeans to explore?

Personal Characteristics of an Explorer

The following quotation is Samuel de Champlain's description of the characteristics of a "good and perfect navigator."

> *Above all to be a good man, fearing God, not allowing His sacred name to be blasphemed on board his ship, ...and careful to have prayers said morning and evening....He had better not be a delicate eater or drinker, otherwise he will be frequently upset by changes of climate and food....Be continually on his guard against scurvy, and be provided with remedies against it. He should be robust and alert, have good sea–legs and be indefatigable ...so that whatever accident may befall he can keep the deck and in a strong voice order everyone to do his duty. He must not be above lending a hand to the work himself, to make the seamen more prompt in their attention....*
>
> *He should be pleasant and affable in conversation, absolute in his commands, not too ready to talk with shipmates, except the officers; otherwise he might be despised. He should punish ill–doers severely, and reward good men, gratifying them from time to time with a pat on the back, praising them but not overdoing it, so as to give no occasion for envy -- that gangrene which corrupts the body and if not promptly quenched leads to faction and conspiracy among the crew....He should never let himself be overcome by wine, for if an officer or seaman becomes a drunkard it is dangerous to entrust him with responsibility; he might be sleeping like a pig when an accident occurs...and be the cause of loss of the vessel....He should turn night into day, watch the greater part of the night, always sleep clothed so as to be ready to come on deck promptly if anything happens. He must keep a private compass below and consult it frequently to see if the ship is on her course..He must be...cognizant of everything concerning ship handling, especially of making sail. He should take care to have good food and drink for his voyage, and such as will not spoil, to have good dry bins to keep bread or hardtack; and, especially for long voyages, to take too much rather than too little....He must be a good economist in issuing rations, giving each man reasonably what he needs, otherwise dissatisfaction will be created....and entrust the distribution of victuals to a good and faithful steward, not a drunkard but a good manager; for a careful man in this office is above all price.*

From Samuel Eliot Morrison, The European Discovery of America: The Northern Voyages (New York: Oxford University Press, 1971), p. 343.

Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1620.

Objectives: The students will be able to

1. describe the goals and accomplishments of an individual explorer.
2. determine the exploration policy of one European country.
3. rank and defend the exploration achievements of competing European countries.
4. gather relevant information from a variety of resources.

Description of lesson/activity:

1. The students will have completed the research and class discussions about the situation in Europe during the 1400s which caused the Europeans to explore. Students have also identified the attributes necessary for an explorer. Students will now examine the lives and explorations of several individual explorers.

2. Rather than dwell on a chronology of explorers and accomplishments, the activity has been designed to emphasize the in–depth research of a few explorers and to use this research to infer the exploration policies of the countries involved.

3. The students should be divided into groups of three. One student from each group should be assigned to gather information on three explorers from Spain; the second student should gather information on explorers from France; and the third on explorers from England and the Netherlands. Spain and France were highlighted because they were the leading countries during this time period. England and the Netherlands were examined together because they had similar exploration policies and were not as prominent as the others in the search for new lands. Portugal was not included because their early discoveries were dealt with in the first part of this unit as the cause for other Europeans to explore. Fact sheets have been provided for the following explorers:

   Spain: Cortes, Pizarro, DeSoto, Coronado
   France: Verrazano, de Champlain, Marquette and Joliet
   England/Netherlands: Hudson, Gilbert, Frobisher

   The textbook, or any other materials a teacher has access to, may be used as a supplement to these readings. The accompanying readings contain the minimum information needed for each student to complete an "Explorer Record Sheet" for each of their assigned explorers. The "Explorer Record Sheet" is provided. It requires students to examine a variety of topics for each explorer. Teachers may substitute other explorers as long as care is taken to choose those who will demonstrate the exploration policies of a particular European country.

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Note that the "Explorer Record Sheet" distinguishes between the personal goals an explorer had and the goals of his patron, the person or persons that sent him off on his journey. Students may need to have the word "patron" defined and explained; a patron might be a superior, the king/queen or even a company.

4. Students should gather and record information on each of their assigned explorers. Teachers may have students work independently or with a partner from another group researching the same set of explorers.

5. Once students have completed the research they should create a visual which demonstrates the key information about their explorers and their voyages. This may take the form of a poster or, if students are working together, a mural or collage. Students should bring this visual back to their small group and share it with the other students in the group. In this way, students can learn about Spanish, French, English, and Dutch explorers without researching each one themselves. As a group they will use their combined knowledge in order to formulate answers for the next activity.

6. The concluding activity for this question/problem asks students to draw conclusions about the exploration policies of the European countries based on the explorers studied from each country. Students must work in small groups in order to have access to the data from each of the European countries. Each student is responsible for contributing information to the group sheet. The teacher may also want to assign specific tasks within the group to ensure that each student participates. Tasks might include: recording data on the sheet; checking to make sure each member of the group agrees with and can explain data recorded on the sheet; and directing the group's work in order to complete the assignment on time.

7. The teacher may have the final part of the activity completed by groups or on an individual basis. The questions ask the students to draw conclusions about the policies of each country by examining several criteria.

8. Evaluation of this activity is up to the teacher. Some suggested answers are shown below.

GOALS:

- Spain's initial goal was to look for gold and silver and later to convert the Indians to their religion.

- France's initial goal was to find the northwest passage and later to develop the fur trade.

- England and the Netherlands' initial goal was to look for the northwest passage and later to establish settlements in the New World and to develop the fur trade.

LOCATION EXPLORED:

- Spain explored the areas of South America, Central America, Mexico, the West Indies, Florida, California, and the southwestern part of the United States.
- France explored the areas of the Great Lakes region, the St. Lawrence River, parts of northern Canada, and the Mississippi River.
- England and the Netherlands explored the Hudson Bay area and the Hudson River area up to Albany.

CONTACT WITH INDIANS:

- Spain's contact with the Indians was often brutal; they looted and destroyed cities, murdered many Indians, and enslaved many Indians.
- France's contact with Indians was generally friendly; they traded with them.
- England and the Netherlands' contact was sometimes friendly; they traded with them; but at other times the Indians were shot at or taken captive.

RESULTS:

- Spain took many treasures from the New World and claimed large areas of southwestern United States as well as Mexico and parts of South and Central America.
- France claimed the area of Nova Scotia, Canada, and the area of the Mississippi River. They did not find a northwest passage to China, but they established the settlement of Quebec.
- England at this point did not have one colony established in the New World. The Dutch had the colony of New Netherland.

9. The teacher should accept any reasonable conclusion for the final questions as long as they are supported by evidence.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1673.

Explorer Record Sheet

Explorer Name______________________________

Personal Background:

Country Represented:

Goals of the Explorer:

Goal of Explorer's Patron:

Ships/Supplies:

Route:

Hardships:

Contact with Indians:

Time Frame:

Results:

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and outcomes of the European Explorers between 1492–1673.

Explorer Fact Sheet

HERNANDO CORTES

Hernando Cortes was born in the village of Medellin in Entremedura, Spain, in 1485. At the age of 14, he left home to study law at the University of Salamanca and returned home two years later. He wandered the seaports of Cadiz, Palos, Sanlucar, and Seville and in 1504 joined an expedition of five ships that sailed for Santo Domingo in the New World. Cortes wanted to become a conquistador (a conqueror as well as an explorer) for Spain.

After arriving in Hispaniola, the center for Spanish exploration, Cortes got himself noticed by Diego Velasquez who had decided to explore and conquer Cuba in 1511. He asked Cortes to join his expedition. The expedition was successful, but it did not satisfy the Spanish craving for gold. Velasquez had heard about a wealthy Aztec Empire in Mexico and wanted someone to lead an expedition there. He needed someone that he could trust and who would remain loyal to him. Cortes was overjoyed that he was asked to be the commander of the expedition to find the Aztec cities.

Cortes rushed to make preparations for departure, because he feared Velasquez might change his mind and appoint someone else to lead the expedition. The expedition consisted of 11 ships, 500 soldiers, 13 horses, and some cannons. His fleet anchored at Trinidad on the south coast of Cuba where more soldiers were hired and additional horses were taken aboard. After sailing across the straits of Yucatan, they landed on the island of Cozumel. Here they met a Spanish castaway, Aguilar, who knew the language of the Indians and became the interpreter for the conquistadores. The expedition sailed around the Yucatan peninsula on March 4, 1519, and stopped at the mouth of a river in the country of Tabasco. Here they met Indians who would not let them come ashore even for water. Cortes and his soldiers got into several tough battles and drove the Indians out of their fortified town. After many Indians were killed, Cortes, through his interpreter, won the peace and friendship of the Indians. Cortes stayed in camp for five days to allow his wounded soldiers to recover and to get their weapons in order.

The fleet set sail again and anchored next at San Juan de Ulua. They were greeted by Indians who gave them food and fine gifts made of gold and silver. The interpreter told them that the Indians had been sent by the great Emperor Montezuma, ruler of the Aztecs.

Cortes was even more determined to conquer the Aztecs after seeing these riches. He also made friends with Cempoala Indians who fought against the Aztecs. The Cempoalas helped Cortes and his men establish a base on the shore at a village Cortes named Vera Cruz when he claimed in the name of Spain. It was very important to have a safe port where Spanish ships could land supplies and reinforcements that Cortes would need to conquer the Aztec capital city of Tenochtitlan.

Cortes realized that some of his men wanted to return to Cuba. The men did not believe they could walk through 200 miles of jungle and swamps, climb mountains, avoid thousands of hostile Indians and attack the Aztec fortress city which was surrounded by water. To keep his men from deserting, Cortes carried out a desperate and bold scheme. He removed the sails, rigging, compasses, and all other valuables from all but one ship and burned the others.

Without a way to retreat, on August 16, 1519, the expedition started. In addition to the Spaniards, there were 40 Cempoalan warrior chiefs and 200 Indians to drag the cannon and carry the supplies. The men were accustomed to the hot climate of the coast, but they suffered immensely from the cold of the mountains, the rain, and the hail. Although Cortes asked for peace and friendship, and permission to cross their land on the way to Mexico, the Tlaxcalan Indians refused. Throughout the month of September, Cortes and members of his expedition fought many battles with the Tlaxcalans. The Spanish weapons and technology, and the boldness of Cortes, kept his men from being wiped out. Cortes made his last peace offer. He said that if it was refused that every Tlaxcalan would be killed. His peace offer was accepted. The Tlaxcalans brought food, water, and gifts. On October 23, 1519, Cortes set out (with an additional 1,000 Tlaxcalan Indians) to conquer Montezuma and the Aztecs. As Cortes passed through mountain towns and villages, many Indians told of cruel treatment by the Aztecs. These Indians were very willing to help conquer Montezuma.

Cortes and his expedition were awe struck when they finally saw Tenochtitlan, Montezuma's capital city. The cities and towns were even more beautiful and contained more riches than the Spanish expected. Cortes arrested Montezuma and locked him in his palace. At this time, Cortes was called back to Vera Cruz to deal with an uprising. When Cortes returned to Tenochtitlan, he found his men fighting with the Aztecs. Montezuma was stoned and killed by his own people. Many Spaniards were killed or drowned when they tried to carry sacks of gold across the causeway to the mainland. A year later, Cortes returned to the Aztec capital city and for two months fought a bloody battle. On August 13, 1521, Cortes claimed it for Spain.

The King's share of the treasure was sent to Spain and Cortes got his reward. On October 15, 1522, he was given the title of Captain General and Governor of New Spain; the capital, Tenochtitlan, became Mexico City.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and the outcomes of the European Explorers between 1492 and 1673.

Explorer Fact Sheet

FRANCISCO PIZARRO

Francisco Pizarro was born in Trujillo, Spain, in 1495. He was a farm boy with very little education. Pizarro ran away from home for adventure. When he arrived in the West Indies, the only possessions he had were his sword and his cloak. He wanted to become a conquistador. His bold, clever, and ruthless ways caught the attention of explorers. He was a member of the Ojeda expedition to the Columbian coast in 1509. Also, he sailed with Balboa's expedition which discovered the Pacific Ocean in 1513. Pizarro settled in Panama.

Rumors were spreading about a treasure much greater than that of the Aztecs in Mexico. The Incas in Peru were reported to have more gold and silver than one could imagine. These stories motivated Pizarro to organize an expedition down the west coast of South America to find this wealth. The first expedition for Spain in 1524 turned out to be a failure, but this did not stop Pizarro. He got financial backing for his second expedition from the mayor of Panama in 1526. He was directed to conquer the Incas, take their wealth, and convert them to Christianity. After many months of hardships, Pizarro arrived at Tumbes on the gulf of Guayaquil. When Pizarro and his men went ashore, they were greeted by an Inca ambassador and taken through a town that would compare with any in Spain. They saw the Temple of the Sun which was gold plated and surrounded by an artificial garden of trees and shrubs made of gold and silver with fruit and flowers made of precious gems. The Spaniards were overcome with greed, but knew they did not have the resources to conquer the Incas. In 1528, Pizarro decided to return to Spain and tell the King of his discoveries.

In 1531, Pizarro received funds and a charter of conquest from King Charles V to conquer Peru for its gold. Pizarro set sail southward from Panama. He had three ships, 200 men, including 27 horsemen. Pizarro had a few minor battles with the first Indians he encountered. Pizarro was able to take advantage of the civil war which had weakened the Incas because of internal fighting. His expedition marched through the high mountain passes of the Andes to the town of Cajamarca where the emperor, Atahualpa, lived. Pizarro boldly made camp in the large, central square. When the emperor came to see Pizarro, he saw only a Spanish priest carrying a Bible and an Indian interpreter. Pizarro and his men were concealed behind a wall. The priest told the emperor and his people that they must surrender to Spain and follow the religion of the Spaniards. The emperor threw the Bible on the ground. Pizarro and his soldiers attacked at once. It was a brutal battle that lasted about half an hour. The Spanish horsemen charged right into the square where the Incas were gathered and trampled many of them to death. The guns, cannons, and steel swords did the rest. Most of the leadership of the Incas was wiped out. Over 4,000 men of the great Inca Empire were dead. The Spaniards put the emperor, Atahualpa, on trial for his life. Pizarro judged him guilty and sentenced him to be burned at the stake. The emperor pleaded for mercy. Pizarro *agreed on the condition that the emperor be baptized a Christian and promised that no blood would be shed. Immediately after the emperor was baptized, he was strangled to death in the public square on August 15, 1533.*

Pizarro and his brothers continued to control the land of the Incas by treacherous and bloody means. Pizarro gained great wealth for Spain. Some say that by today's standards it would amount to over $100 million. By conquering Peru, Pizarro opened the western coast of South America for exploration.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and the outcomes of the European Explorers between 1492 and 1673.

Explorer Fact Sheet

FRANCISCO VASQUEZ de CORONADO

Francisco Vasquez de Coronado was born in 1510 in Salamanca, Spain. His family was wealthy. However, Coronado was not going to benefit from their wealth; it was promised to his older brother. In 1535, Coronado sailed to Mexico with Antonio de Mendoza, the Viceroy of Mexico. Later, Coronado became the Governor of the Province of New Galicia in northern Mexico.

Francisco Coronado, like many other explorers, heard the rumors of the seven cities of gold. The Viceroy of Mexico, Mendoza, organized a very large expedition to search for the seven cities of gold. He appointed Coronado to lead the expedition to the north of Mexico. At the same time, De Soto was searching for the seven cities of gold in Florida. both Coronado and De Soto were on conquests for gold and silver for Spain. Coronado began his expedition in 1540. It consisted of 230 men wearing armor, 62 soldiers on foot, and approximately a thousand Indians as servants and haulers of goods. Also included in the expedition were cattle, mules, and approximately 1,500 horses. Coronado began his journey at Campostela on the northwest coast of Mexico. His departure was much like a parade. With pennants flying, drums beating, and trumpets shrilling, Coronado began his expedition.

Coronado left with high hopes of success. He had been told that the land was level and that food and water supplies were abundant. The opposite proved true. There were many marches where the trails were difficult and almost impassable with very little food for the men and animals. Coronado and his men also encountered dangers such as dealing with rattlesnakes whose bite was dangerous. When Coronado reached the Zuni pueblos, he made contact with industrious, peaceful Indians. They were described as a higher culture. These Indians wove cotton cloth and made turquoise jewelry and beautiful pottery. In addition, they were skillful farmers. However, Coronado found no gold.

Coronado was disappointed and decided to send out exploring parties. They discovered the Hopi villages in Arizona, and the pueblos of the Pecos, the Grand Canyon, and the Rio Grande. Still no gold was discovered. A Plains Indian that had been captured told of treasures in Quivira, a great city to the northeast. After spending the winter near present day Santa Fe, New Mexico, the expedition left in the spring to find Quivira. Coronado and his entourage meandered through the Texas Panhandle and Oklahoma where they saw great herds of buffalo. They crossed into Kansas and found Quivira, a small Wichita Indian village. Again, Coronado found no gold.

After another disappointment, Coronado decided he had had enough. His expedition spent the winter along the Rio Grande in 1541–42, then returned to Mexico.

Even though Coronado was a conquistador, he was in some ways different from other Spanish explorers. He was good to his men. Coronado organized ways for them to get food through finding corn and buffalo hunting. He gave back more to the land than he took from it. Many horses were turned loose or escaped during Coronado's expedition. Descendants of these horses were tamed and used by the Indians. These horses changed the hunting and fighting styles of the Indians. This had a great impact on the settlement and history of the West. Coronado's contact did not result in gold and silver for Spain, but he did contribute to the development of the American West.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and the outcomes of the European Explorers between 1492–1673.

Explorer Fact Sheet

HERNANDO de SOTO

Hernando de Soto was born about 1500 in the mountainous area of Jerez de los Caballeros in central Spain. In his youth, he saw many shipments of products and goods from the Indies. Gold, sugar, herbs, cotton, hides, and wood inspired many stories of the possibilities for riches and promise across the Atlantic. At the age of 14, de Soto sailed for the Isthmus of Panama with the aging governor of Darien, Pedro Arias Davila.

Under the harsh Davila, de Soto earned a reputation as a conquistador known for his stubbornness, bravery, and boldness. As reward for his raids of Indian land and treasures, he received gold and slaves. De Soto had served as Lieutenant for Francisco Pizarro during his expedition to conquer the Inca Indians. Since Pizarro was successful in conquering the Incas of Peru, de Soto shared in the wealth and made a fortune for his work in Mexico.

Many stories were told by the Indians of vast riches in the areas north and south of Mexico. A tale was told in Mexico (New Spain) about seven cities to the north where precious jewels might be found in abundance and gold in such quantities that ordinary tools were made from it. King Charles I of Spain also heard of the reported wealth waiting to be discovered. As a result, he gave de Soto a grant to lead an expedition to Florida to conquer, to subdue, the population, and to find more wealth than Cortes in Mexico and Pizarro in Peru.

Hernando de Soto's expedition sailed from Spain with seven ships, about 600 men, 250 horses, and many bloodhounds. The expedition arrived in Tampa Bay in 1539. They traveled by foot through Florida and across Georgia pushing through thickets and quagmires. Motivated by the chance of finding gold ahead they pushed north through the region known today as Tennessee, Alabama, and Mississippi. Hernando de Soto tried a forced labor policy with the Indians and held some of the chiefs hostage. This technique had worked for Cortes and Pizarro, but it did not work for de Soto. Like some explorers before him, de Soto met with some luck; he found a survivor of a shipwreck who could interpret the Indian language. However, the Indians in this area were not friendly and not willing to give up their land without a fight.

An Indian princess did greet de Soto with food and provided shelter for his men. She gave him ropes of pearls as gifts. In return, de Soto took her hostage. He was determined to find wealth. However, obstacles continued to reduce the success of de Soto. His soldiers lost most of their supplies, clothing, and horses. Nevertheless, de Soto continued to push on. He arrived with about half of his men and a few weary horses at the Mississippi River. Discovering this mighty river was his greatest achievement. Although de Soto continued to explore for several months, he never found the wealth that would bring fame to him and Spain. He died of a fever and was wrapped in skins weighted with sand and dumped into the Mississippi River which he had discovered.

The remainder of de Soto's expedition floated down the river to the sea and returned to Mexico. Even though de Soto did not realize his dream, he made an important discovery, the Mississippi River.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492-1673

Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1673.

Explorer Fact Sheet

GIOVANNI DA VERRAZANO

Giovanni Da Verrazano was born in 1485 in the area of Italy known as Tuscany. His family was wealthy and Verrazano was sent to Florence for his education. He was a good student and had a special interest in mathematics. He later moved to the port city of Dieppe in order to pursue a career as a navigator. He made several voyages to countries east of the Mediterranean sea and gained a reputation as a master mariner.

During this time, Lyons was the center of the French silk industry. A group of Italian bankers and merchants residing in Lyons hired Verrazano to look for a western sea route to Cathay [China]. A western route would drastically lower the cost to ship silk over a long land route. The bankers formed a syndicate and in March of 1523 large sums of money were spent to outfit the expedition. The bankers won the support of the French king and Verrazano sailed with a commission from King Francis I to explore the coast of the New Land in search of a passage to the Orient.

Verrazano sailed with four ships under his command and headed for Madeira. Two ships were lost in a storm along the way, a third ship returned to France. Verrazano sailed for the New Land in a single caravel named the Dauphine. The ship was one hundred tons, carried a crew of fifty and provisions to last for eight months. The only crew member mentioned in his journal was his brother, Girolamo, a map maker. The ship left the Portuguese islands of Madeira on January 17, 1524, and steered westward.

In March 1524, after sailing for forty-nine days, he sighted a low-lying coast we now know as North Carolina. Verrazano sailed south for a distance in order to explore the coast but feared running into hostile Spanish ships. Turning northward again he anchored off shore near Cape Fear, North Carolina. A boat was sent ashore and here he saw Indians. The Indians were very friendly and welcomed them with gifts of food. The expedition continued north gathering information to provide Europe with the first known description of the coastline of North America.

Along the way, Verrazano had several contacts with the people living in these regions. At one point, Verrazano captured a young Indian child to show the King when he returned to France. Verrazano sailed up the coast, entered New York Bay, and dropped anchor. A small boat was launched to row him up as far as the Narrows, where he saw many canoes coming to meet him. Verrazano sailed up the coast past present–day Block Island and anchored at the present Newport, Rhode Island. This time the Indians were not friendly. They would trade with the ship but would not let the sailors ashore. The Dauphine continued northward along the coast to Narragansett Bay and up the coast of today's Maine. When the expedition reached the area of Newfoundland provisions began to run low. Verrazano decided to return to France and steered east.

The ship made a speedy passage and returned to Dieppe by July 8, 1524. Verrazano believed that the coast between Florida and Newfoundland belonged to a completely new world. He had found a new land which could be of great value to France. He hoped to return to explore further.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and outcomes of the European Explorers between 1492 and 1673.

Explorer Fact Sheet

SAMUEL de CHAMPLAIN

Samuel de Champlain was born around 1570 in Brouge, France. Brouge was an important port city and Champlain's father had been an officer in the French Navy. Champlain himself served as a French naval captain and also fought as a soldier in the war in Brittany. Later he was given the command of a Spanish ship sailing from Cadiz to the West Indies. For two years he sailed under the Spanish flag exploring the area along the coast from Panama to Mexico.

He returned to France at the same time that trading for furs with the New World was becoming very profitable. By 1600, the businessmen of France were competing with each other for a monopoly of this trade. But Henry IV, the French king wanted to claim land in the New World and start French settlements there. He ordered that any company monopolizing the fur trade would also have to start a colony. King Henry IV persuaded Champlain to join an expedition to explore the land where the furs came from to see if it was suitable for colonization. Champlain left on his first voyage with two small vessels, hardly larger than fishing boats, to explore the area of the St. Lawrence River.

Samuel de Champlain made twelve voyages to what is now Canada. On his first trip he followed the St. Lawrence River as far north as the Lachine Rapids above Montreal. Along the way he met Indians who discouraged him from trying to proceed further because of rapids and poor conditions extending far up the river. Champlain turned back, traded with the Indians, loaded his ships with a valuable cargo of furs, and returned to France.

When Champlain reached France he found that a new nobleman had been given the Canadian fur trading rights provided that he start a colony and bring 100 settlers every year. Champlain was persuaded to join the expedition. For the next five years he explored the St. Lawrence country, the area of Nova Scotia and New England. He charted the coastline and made friends with the Indians. In 1608 Champlain founded Quebec, the first lasting French settlement in the New World. During this time he made friends and traded with the Algonquins and other Indian groups in the area. The Algonquins were the enemies of the Iroquois Indians living in the area of New York State and the land south of the Great Lakes. Champlain was asked to choose sides and help the Algonquins in their war with the Iroquois. He chose to help the Algonquins for several reasons. They were his neighbors and he did business with them. Champlain also wanted closer ties so he could count on aid for his scouts as they travelled to build up the fur trade while searching for a northwest passage.

Champlain and two others accompanied the Indian warriors southward. The war party came across a large fleet of Iroquois canoes. As the arrows flew, Champlain fired his gun and the terrified Indians fled. The expedition was important not only because close ties were formed with this group of Indians but also because the journey allowed Champlain to survey the whole length of the lake south of the St. Lawrence. This body of water was named Lake Champlain in his honor.

Champlain's time spent in the New World was not always so successful. At times there were skirmishes with other fur traders over trading rights. In establishing the fort at Quebec, the party fell down with scurvy from the lack of fresh food. Only eight out of twenty-eight men survived the first winter. In a later raid with the Algonquins, Champlain was wounded and spent the winter in their care. He spent many years developing the fur trade and searching for the inland sea which would be the passage to China through the northwest.

The French made many gains in the New World because of Samuel de Champlain. Besides founding Quebec, he also was the first to name and map Lake Huron. He was able to trace the St. Lawrence River to its source. Champlain's maps and accounts made this area of the world known to Europe. Champlain served as governor of New France in 1626. During the difficulties between France and England he was captured and taken prisoner. He later returned to New France when released and again served as governor. He died there on December 25, 1635.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1673.

Explorer Fact Sheet

JACQUES MARQUETTE AND LOUIS JOLIET

The expeditions of Marquette and Joliet brought together two explorers with very different backgrounds. Marquette was born in 1637 in Laon, France. He studied for the priesthood and in 1668 he was sent to America to be a missionary among the Ottowa Indians. He was one of the many missionaries the French sent to convert the Indians. Louis Joliet was born in 1645, in Quebec, Canada. He went to Europe to study. He later returned to Canada and searched for copper. He served as a trader and trapper for a few years and became an expert cartographer.

During these years the French colony at Quebec struggled. It was always short of money and supplies and constantly threatened with attack by the Iroquois Indians. By 1665, the French decided to fight for a claim in the New World. An army was sent to Quebec to fight the Iroquois. Once the Iroquois were forced to sue for peace New France expanded and prospered. The French claimed Canada and all of the area around the Great Lakes and south. Their goal was to build an empire that would control the main trade routes and find the waterway to the west.

From the Indians, Father Marquette had learned of a great river that started in the north and flowed southward all the way to the sea. The Spanish explorer Hernando De Soto was the first to report its existence. In 1673, Governor Frontenac commissioned Louis Joliet to explore this river, known as the Mississippi. Father Marquette served as chaplain of the expedition. Marquette and Joliet set out from Lake Michigan with five companions and two birch bark canoes.

The expedition traveled down Lake Michigan and up the Fox River. The Indians helped them carry their canoes over land to the Wisconsin River on which they floated down to its mouth and entered the Mississippi. They paddled down the great river past the mouths of the Illinois, the Missouri, and the Ohio. Finally they reached the spot where the Arkansas entered the Mississippi and celebrated at a feast given by the Arkansas Indians. All along the way friendly Indians had guided them. Marquette and Joliet learned that the Mississippi emptied into the Gulf of Mexico and that the Spanish had established settlements farther south. They were discouraged from going further because the Indians to the south were hostile and had been given guns by the Spanish. Rather than run the risk of falling into Spanish hands, Marquette and Joliet turned back.

The expedition returned to Canada by way of Lake Michigan. Marquette resumed his missionary work but fell ill shortly after his return and never fully recovered. He died in May 1675. Joliet became a trader in the Hudson Bay area and later explored the coast of Labrador. He died in Canada in 1700.

Marquette and Joliet completed a voyage that covered 2,500 miles and lasted four months. They became the first Europeans to descend the river as far south as the Arkansas. When they reached Quebec, they were able to report that the Mississippi flowed into the Gulf of Mexico and not westward towards the Pacific. Although they did not find the route to the west they were searching for they did chart the course of the Mississippi. This river was to become very important to the French fur trade.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1673.

Explorer Fact Sheet

MARTIN FROBISHER

Martin Frobisher was an important, but little known, English explorer. He was born in Yorkshire, England, in 1535. His father died when he was young and his mother sent him to be raised by her brother, Sir John York of London. Sir John was a merchant and travelled to Africa. Before long, Frobisher also took to the sea and became a professional sailor. By age 37, he was convinced that there was a northwest passage to China and that he could find it. Among his friends who also agreed that such a passage existed was Sir Humfry Gilbert. Gilbert convinced the Queen to send Frobisher to the far north to find the northwest passage to China.

Frobisher first sailed for the arctic region of North America in June 1576. He took three ships and 39 men. The ships were small for the day but well supplied. One hundred pounds were spent on nautical instruments and books and the pilots were instructed in navigation and in the use of the instruments. The trip was filled with misfortune from the start. The smallest ship collided with another and the trip was delayed as the foresail was repaired. On June 26 the ships had reached the Shetland Islands but soon after a storm came up and one boat disappeared. By July 11, the remaining two ships sighted the east coast of what is now known as Greenland. They could not even approach shore because of the ice. The captain of the ship, Michael, not liking the conditions turned and headed home. Frobisher went on and sighted the island later named for William Baffin and then sailed north, entering the straits that he named for himself. He sailed up the straits convinced that this was the passage to China.

It was in this part of the voyage that Frobisher first came into contact with the people living in the area. Frobisher described their long, black hair, broad faces and sealskin clothing. He invited them on board and bartered for furs, fresh meat, and salmon in exchange for the usual beads and hatchets. As they left the area a small boat of sailors left to trade on their own with the Indians but did not return. Frobisher waited for several days with no sign of his five men. He captured a native in order to force an exchange of prisoners but had no luck. Frobisher was forced to leave after first collecting some rock samples from the area.

Frobisher made two more voyages to North America. The second trip left May 25, 1577, to look for gold. The sample collected on the first trip contained what were thought to be flecks of gold. The second trip was funded by the Company of Cathay which was formed after Frobisher reported finding gold and a possible passage to China. On this trip Frobisher again entered Frobisher's Strait and this time landed on Baffin Island. Again he sought to negotiate for the five crew members left behind on the first trip. This time he exchanged shots with the natives as they shot arrows at the ship and captured another prisoner. He sailed 100 leagues up his strait but turned back in order to leave time for a safe journey home. He left without the lost crew but with 200 tons of ore thought to be a source of gold.

The third Frobisher voyage left England even before the reports from the second voyage were made public. This time he travelled with fifteen ships of varying sizes with orders to look for other valuable minerals and collect 800 tons of the black ore. He was to search for the lost men but this time nothing was said about looking for the passage north. This trip also ended in failure as ice and bad storms damaged the ships. This time another pilot led the way for twenty days up the wrong strait which they named the Mistaken Straits. Later, Henry Hudson would sail farther up the same "wrong" strait into what is now known as Hudson Bay. Frobisher turned back in order to follow orders and mine the ore. The trip home was difficult, provisions were low, and many men died. The black ore proved to be worthless and the Company of Cathay went bankrupt. Many accused Frobisher of poor leadership. All three of his voyages were considered failures and Frobisher's reputation was ruined.

Frobisher's accomplishments were not what was expected by the Company of Cathay or the Queen. He did, however, redeem his good name. In later years he fought with Admiral Drake against the Spanish Armada and was knighted for valor. He was wounded in battle and died as he was returning home. Frobisher's voyages encouraged many other explorers to search for the Northwest Passage.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1673.

Explorer Fact Sheet

SIR HUMPHRY GILBERT

Sir Humphry Gilbert was born about 1539 in Devon, England. When his mother was left a widow she married Walter Raleigh. Gilbert's half–brother, the future Sir Walter Raleigh, was born in 1552. Gilbert attended Oxford and later soldiered in Ireland and the Netherlands. In 1576 he wrote about his theory that North America was an island off the Asian mainland. His "Discourse in the Northwest Passage" so impressed Queen Elizabeth that she granted him a charter to discover and settle the land not already claimed by other countries. The charter left the area to be settled vague; Gilbert could settle anywhere from Labrador to Florida.

Gilbert felt that English settlement in America would achieve several goals. Colonization would make money for England. Besides that it would extend the Protestant religion as well as provide jobs to many of the day's unemployed. He thought that England would be able to get needed goods from her own colonial possessions instead of buying them from other countries. It would also help replace the trade that had been damaged by the conflict with Spain and at the same time provide overseas ports in case there was a war. Finally, voyages to North America still were to be taken with the goal of searching for the elusive Northwest Passage.

The first voyage taken by Sir Gilbert left Dartmouth in September 1578. A small fleet consisting of nine ships and 365 men was outfitted with enough provisions for a year. The trip started too late for a safe crossing and eventually turned back. The fleet returned safely to Dartmouth with Gilbert determined to make a fresh start the next year.

The second trip was undertaken in 1583. The delay was caused by the problem of raising money to pay for the trip. Gilbert was finally able to finance the trip with help form his friends. The expedition was made up of five ships including the Squirrel, Gilbert's own frigate. The ships were manned by 260 men. Gilbert brought along many goods to use in trade with the Indians whom he intended to befriend. The second voyage left England in June, three months earlier than his first unsuccessful trip.

The ships headed for Newfoundland. They headed north to avoid the possibility of a West Indies hurricane during this time of year. The ships reached land on July 30, but headed south because the coast seemed bare and not fit for settlement. They arrived at St. John's, Newfoundland, to find other sailing vessels anchored there. The expedition spent two weeks there before deciding to move to explore the coast. Two ships decided to head for England and not travel any farther. Gilbert continued on with the Delight, the Golden Hinde, and the Squirrel.

Gilbert's first stop was in Nova Scotia where he intended to stock up on provisions. A storm came up and the Delight struck rocks and sank. The crews of the two remaining ships searched for survivors. None were found although they spent two days looking. Supplies were low and winter was fast approaching. The crew questioned whether or not establishing a colony this late in the year was possible. Gilbert agreed to return to England. North of the Azores, the ships ran into more terrible weather. Gilbert refused to leave the Squirrel for the safety of the larger ship. He would not leave the crew he had sailed with through many other storms. On September 9 the two ships were separated for a time in the bad weather but the Squirrel soon reappeared. Later that night, sailors on the Golden Hinde saw the ship again disappear. The smaller ship had been swamped by the high waves and sank.

Sir Humphry Gilbert never returned from his second voyage. Both voyages ended in failure and by 1583 England still did not have a settlement in the New World. Although Gilbert failed to achieve his goal, later explorers, including his half brother Sir Walter Raleigh, carried on his plan for establishing an English colony in North America.

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Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1673.

Explorer Fact Sheet

HENRY HUDSON

Little is known about the life of Henry Hudson before he became an explorer during the period between 1607 and 1611. He and his wife Katherine had three sons, one of whom sailed with him as he searched for a western route to Asia. Hudson made four voyages in search of a new route to the Orient, three flying the flag of England and one for the Dutch.

Hudson's first two voyages were financed by the English Muscovy Company. This was a group of English merchants who traded with Moscow. Hudson was hoping to find a northeast passage to China, Japan and the East Indies. He believed that a route could be found by heading for the Arctic Ocean. Both voyages resulted in the Hopewell turning back. Blocked by ice and heavy winds Hudson returned to England and the English merchants grew discouraged with the venture. The Dutch East India Company heard of Hudson's attempts to find a northeast passage and agreed to supply him with a ship, crew, and provisions in order to continue the explorations for a passage to the Orient.

The Half Moon left Holland in 1609 and started northeast. Hudson again found himself blocked by ice north of Russia. The men, many accustomed to a warmer route, began to grumble and threaten to mutiny. Rather than return to Holland and face the merchants who paid for the expedition, Hudson reversed his course and crossed the Atlantic to look for the passage to the Indies through America. The ship reached the coast and sailed to what is now Chesapeake Bay, then turned north. On September 11, 1609, the Half Moon entered the bay now known as New York Harbor. Hudson became the first European to reach this spot since the visit of Verrazano eighty–five years earlier.

Hudson sailed up the river that is today named for him. This journey was the basis for the Dutch claim to the area now known as New York. The land was beautiful and well suited for settlement. Along the way he found the Indians to be very friendly, often rowing out to meet him. They brought green tobacco to smoke and beaver and otter skins to trade for beads, knives, and hatchets. Despite this the crew remained mistrustful. At one point they set ashore and drove a group out of their village. Later, a group of Indians in canoes attacked a small boat of sailors as they explored the bay. The farther north Hudson went he realized that this was not the way to the Pacific. He probably went above where the Mohawk River joins the Hudson before turning back.

The Half Moon returned to England rather than Holland, and landed in November 1609. He sent an account of his voyage to his employers and requested permission to prepare for another voyage. The Dutch merchants ordered him to return to Holland but England refused to let him leave the country. They did not want further voyages to benefit Holland. Hudson's fourth trip to sail northwest in search for a passage to the Orient was funded by English merchants. He left in the ship Discovery, April 1610. During this trip Hudson set out for the American Arctic and sailed through the Hudson Strait and into Hudson Bay. Hudson was convinced that this great sea would extend westward to China.

Hudson explored the waters and after several weeks the crew began to protest. They demanded to head for home but Hudson refused. Winter set in and the ship was stranded. When spring came Hudson wanted to resume the search for the westward water route but the crew had suffered enough hardship. They mutinied and took over command of the ship. They set Hudson, his son John, and six supporters adrift in a small boat and left them to die. They were never seen again. The Discovery sailed for home but several crew members died of starvation before they reached England. The surviving members were not punished for their crime. They were the only men who had sailed the sea that was thought to lead to the Indies. They were too valuable to hang.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 2: Describe the reasons for and the outcomes of the European explorers between 1492 and 1673.

Exploration Policy Group Chart

Directions: Complete the exploration policy chart shown below. Each country's policy should be inferred from the three explorers researched.

EUROPEAN EXPLORATION POLICIES

	Spain	France	England/Netherlands
Goals			
Location Explored			
Contact with Indians			
Results			

1. What were the similarities and differences among the European goals?

2. What were the similarities and differences among the locations explored by each country?

3. If you were an Indian, which European country would you want to have contact with and why?

4. Assess whether or not each country achieved its goals. Defend your answers.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 3: Assess the effects of contact on the Indians and Europeans between 1492 and 1673.

Objectives: The students will be able to:

1. identify the positive and negative effects of contact on the Indians and the Europeans.
2. judge whether contact was good or bad from the point of view of the Indians or Europeans.
3. demonstrate an understanding of contact from the point of view of an Indian or a European.

Description of lesson/activity:

1. At this point students will have examined the situation in Europe that led to exploration and the results of individual explorers. Students as individuals or through class discussions have become familiar with the exploration policies of several European countries. The contact between the Indians and the Europeans has not been specifically examined.
2. Students should become familiar with the effects of contact on both the Indians and the Europeans. A possible question to focus student research is "What were the benefits and drawbacks of contact for the Indians and the Europeans?" The teacher may want to help the students define the term "contact." Contact refers to the interactions between the two groups and the resulting transfer of products, ideas, technology, or practices.
3. The teacher should ensure that students have an understanding of the positive and negative effects for both the Indians and the explorers. This may be done individually or in small groups.

Suggested activities:

a. Have students gather and record information on the accompanying student worksheet titled "Effects of Contact Between the Indians and the Europeans." Sample answers are provided.
b. Most American history textbooks will provide some information on this topic. An additional reading titled "Contact: Europe and America Meet" is provided. The article was written specifically to incorporate both points of view.
c. Students could then debate the question "Was contact between the Indians and the Europeans good or bad?" The purpose of this activity is to ensure that students are familiar with positive and negative effects for both groups.
d. Instead of following up this activity with a class debate, the teacher may highlight the information in a class discussion. This information is necessary in order for students to adequately support the effects of contact from each point of view.

4. The concluding activity for this unit requires that students make a judgment about the effects of contact from the point of view of either an Indian or a European. Students should review the benefits and drawbacks for both the Indians and the Europeans. Each student should then choose which point of view to represent in a personal narrative that assesses whether the effect of contact was good or bad.

   The narrative should be written as if the student were an Indian or a European. It should assess or evaluate the results of contact from the point of view chosen. The narrative should provide justification for their judgment. Students should review the accompanying "Criteria For Authentic Assessment: A Personal Narrative, Point of View."

5. Evaluation of the personal narrative is up to the individual teacher but should include consideration of the facts presented and the arguments used to defend their point of view as well as the evaluation of writing skills. A suggested assessment tool is included.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 3: Assess the effects of contact on the Indians and Europeans between 1492 and 1673.

CONTACT: EUROPE AND AMERICA MEET

There were many benefits and many drawbacks to the contact between Indians and the Europeans between 1492 and 1673. Some of the positive and negative effects of contact for both the Indians and the Europeans will be highlighted in the following paragraphs.

Contact with the Europeans introduced the Indians to a variety of livestock, many plants, and new technology. One of the most important animals was the horse. As a result of this import, the Great Plains Indians no longer had to hunt buffalo and game on foot. This gave them the freedom to travel greater distances in a shorter period of time. Tribes from Minnesota and Missouri who had existed primarily on nuts and small game moved west to the plains to hunt buffalo. The horse helped the Indians to improve their diets, their hunting skills, and to make their lives a little easier. Later, cows, pigs, chickens, and sheep were also used by the Indians. Many grains, such as wheat, rice, and barley along with citrus fruit trees, plants, and bananas were brought from Europe. Indians adopted some of the European technology such as the plow. Various traps, axeheads, knives, ice chisels, and muskets helped the Indians improve their hunting. As a result of this new technology, the Indians in North America were able to get more furs and improve their trading opportunities with the Europeans. New techniques of American cloth production were gradually introduced by weavers, dyers, and other textile masters. By 1571, many workshops in central Mexico had hundreds of Indian workers.

Some of the drawbacks of contact with the Europeans were disease, slavery, and looting of treasures and cities. Many European conquistadors wanted to get as much wealth as possible from the New World and convert the Indians to Christianity. Their methods were sometimes cruel and violent. One of the most daring and scheming conquistadors was Hernando Cortes. In 1519, he invaded the Aztecs of Mexico and took their Emperor, Montezuma prisoner. Cortes and his men took many Indian treasures and jewels. Steel weapons, gunpowder, guns, armor, as well as horses and vicious Spanish bloodhound dogs enabled the conquistadors to kill large numbers of Indians and seize their land and wealth.

In addition to a passion for gold, the Spanish savored sugar. The Europeans learned that sugarcane flourished in the Caribbean climate. Many tropical forests were destroyed and replaced with sugar plantations. They also found that the growing and selling of tobacco, a plant native to America, could result in fortunes. Huge plantations were also established for growing tobacco and other plants. Labor was needed for the plantations, so many Indians were forced to work in the fields.

They had no natural defenses against the diseases brought by the Europeans. Smallpox, typhus, measles, diphtheria, and whooping cough devastated the Indians. Between 50 and 90 percent of the native population died. To get the labor necessary to run the plantations, the Europeans turned to Africa for the workers they needed. This trade of human beings started a triangle of cruelty. Slavery linked Europe (slave dealers), Africa (slaves), and the Americas (where the labor was needed). Nearly 10 million slaves reached the Americas and were forced to do backbreaking labor on the plantations. The slave–based plantation system that started with sugar spread as crops of tobacco, rice, indigo, and cotton became valuable sources of income as a result of contact between the Indians and Europeans.

Explorers found much wealth in the New World. For instance, Spain became rich on the silver and gold taken from the Aztecs and Incas. Some precious metals were worked into jewelry. Other gold and silver was coined or shipped in bars or ingots. The Indians were often forced to work as slaves in order to mine the precious metals. Coins minted in the Americas stimulated commerce in Europe. Other European countries did not find the same great wealth in gold and silver that Spain had found.

When French explorers made contact with the Indians in what is now Canada, one of the few items the Indians could offer in exchange was the fur of the beaver. Felt could be made from the fine hair of the beaver and this felt would last for many years. Felt was used to make hats and rich Europeans prized their beaver hats. By 1600, the Canadian fur trade was so profitable that big businessmen of France competed for a monopoly on this trade. Further exploration also brought the realization that this land was very suitable for colonization.

Contact with the New World introduced Europeans to a variety of new plants and animals. Gradually these resources became more important to Europe than the treasures of silver and gold. Two of the most important crops were corn and potatoes. Corn was brought to Africa and became a staple product surviving where wheat and rice could not. This proved to be a mixed blessing since it helped the population to grow and this in turn kept the slave trade profitable. Corn was also found to be useful as food for animals, and this boosted Europe's supply of meat and dairy products. The potato proved to be ideal for northern Europe's soil and climate. Potatoes became a staple food in Ireland and helped save the Irish from starvation. Other crops such as beans, squash, tomatoes, and chili peppers provided variety to European diets. Sunflowers were welcomed in Europe as a different source of cooking oil. Other plants became valued as dyes. Mexico's cochineal dye, was used to dye cloth red, was second only to silver in its importance by the late 1500s. Columbus reported the first account of the Indian's use of tobacco. The export of tobacco became so profitable that Spanish kings claimed a monopoly and the use of tobacco became widespread. Thousands of medicinal plants were sent to Europe as Indians shared their knowledge of healing. Quinine, derived from a Peruvian bark, eased malaria. Tonic from Canadian evergreen needles cured scurvy. Turkeys were domesticated by the Aztecs and became widespread in Europe. People in Europe, Asia, and Africa got plenty of new goods from the Americas.

Not all of the results of exploration were successful. Many sailors never saw the New World because of treacherous storms and dangerous crossings. The rise of Spain as a leader in the search for treasure inspired other European nations to join in the race to accumulate the wealth of the New World. Privateers attacked Spanish convoys and seized the cargo before destroying the ships. Contact with the Indians sometimes proved disastrous also. Some ship captains reported the loss of lives in skirmishes with the Indians. For instance, in 1513, Ponce de Leon, reached a land he called Florida, searched there for gold and other treasures and tried to set up a Spanish settlement; the Indians drove the Spaniards out and killed Ponce de Leon in 1521. Another result of contact was the spread of disease. Syphilis showed up in Spain shortly after Columbus' men returned. Within five years a deadly epidemic swept Europe. Europeans sometimes died from diseases they contracted in the New World.

Exploration led to contact between people who had previously been unaware of each other's existence. The contact between the two groups of people provided for an exchange of goods, ideas, technology, and practices. This exchange resulted in many benefits and drawbacks depending on one's point of view.

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 3: Assess the effect of contact on the Indians and Europeans between 1492–1673.

Effects of Contact Between the Indians and the Europeans Student Worksheet

Directions: Complete the organized form shown below. Remember to use phrases and not complete sentences. Classify and record the data in the appropriate category.

EFFECTS OF CONTACT

Indians	Europeans
Benefits	Benefits
Drawbacks	Drawbacks

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Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 3: Assess the effect of contact on the Indians and Europeans between 1492–1673.

Effects of Contact Between the Indians and the Europeans Student Worksheet (Suggested Answers)

Directions: Complete the organized form shown below. Remember to use phrases and not complete sentences. Classify and record the data in the appropriate category.

EFFECTS OF CONTACT

Indians	Europeans
Benefits new products such as knives, axes introduction of horses, improved transportation	Benefits new plants found for food and medicine the development of the fur trade sources of gold + silver found discovery of areas suitable for colonization
Drawbacks made into slaves by the Spanish treasures + cities looted many killed by conquistadors new diseases introduced, killed many	Drawbacks some killed in skirmishes with Indians some died from disease

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Question/Problem 3: Assess the effect of contact on the Indians and Europeans between 1492–1673.

Personal Narrative Student Worksheet

Early explorers left their homelands for many reasons. Little thought was given to the people they might encounter on their journeys. You have examined the benefits and drawbacks of exploration and contact for both the Indians and the Europeans. Was contact good or bad? Answer this question from the point of view of an Indian or a European explorer. Your answer should be written as a personal narrative explaining your judgment of contact and using examples to support your point of view.

Unit II: CONTACT: EUROPE AAND AMERICA MEET: 1492-1673

Question/Problem 3: Assess the effect of contact on the Indians and Europeans between 1492 and 1673.

Criteria For Authentic Assessment of "A Personal Narrative, Point of View"

Point of View: The narrative is clearly written from the point of view of either an Indian or explorer.	Point of view clearly stated.	2____
	Point of view not clearly stated.	1____
Judgement: Narrative clearly states whether contact was good or bad.	Judgement clearly stated.	2____
	Judgement not clearly stated.	1____
Arguments and Information: Arguments are made to support thejudgement,each clearly stated and supported with evidence.	Thoughtful and insightful arguments made, strong evidence.	5____
	Adequate arguments, and evidence.	4____
	Brief arguments, minimal evidence.	3____
	Arguments made but not supported with evidence.	2____
	Student fails to adequately describe arguments.	1____
Organization: Narrative is organized in a logical way.	Narrative is well organized.	2____
	There is an attempt to organize.	1____
Writing style: Narrative is readable with varied sentence structure.	Clear and readable writing style.	3____
	Some parts of essay are not clear.	2____
	Writing style makes essay difficult to understand.	1____
Grammar, mechanics, spelling: Narrative has been proofread.	Grammar, mechanics, spelling consistently correct.	2____
	Some weaknesses and errors.	1____

15 = Excellent
14-13 = Good
12-11 = Satisfactory
10- 9 = Needs Improvement
7- 6 = Unsatisfactory

TOTAL SCORE________

YOUR GRADE________

Unit II: CONTACT: EUROPE AND AMERICA MEET: 1492–1673

Suggested Enrichment Activities: Students could:

- research in more detail the explorers who were introduced in the Explorer Fact Sheets.
- research explorers of the period who were not included in the unit.
- research present–day explorers (space, medicine, technology, etc.) and compare/contrast their personal character traits.
- take part in simulation games such as Into the Unknown. This is a learning package simulating a fifteenth century voyage of discovery. It is available through Focus Media, Inc., 839 Stewart Avenue, P.O. Box 856, Garden City, New York 11630.

Unit III: The Founding of New Societies: 1607–1763

Content and Understandings:

1. Geographic, economic, political, and social factors all shaped the development of the colonies.
2. Europeans settled in the colonies for a variety of reasons. They also founded communities in a variety of ways.
3. Colonial society was monarchic. As a result, social rank was highly significant for both society as a whole and for the lives of individuals.
4. Colonists founded societies whose people were diverse in terms of ethnicity, religion, government, and social rank.

Teacher's Rationale:

The challenge in Unit III is to demonstrate to students how different life in colonial America in the 17th and 18th centuries was from the present, while at the same time relating the period's significance in a way that students will be able to understand. The focus of the unit is on diversity: the variety of colonies and communities; the diversity of ethnicity, religion, and government found in those communities; and the importance of social rank found in colonial life as well as the opportunities for advancement.

Students should be engaged in activities that make these concepts come alive. The unit includes work with primary sources,research, and simulation, all of which provide developmentally appropriate opportunities for in–depth study.

Table of Contents:

- Question/Problem 1: How did European colonies in North America differ?
- Question/Problem 2: Identify and summarize the reasons why English settlers came to America and founded colonies as soon as they arrived.
- Question/Problem 3: Explore reasons why social rank was important to both the individual and society.
- Question/Problem 4: Describe the ethnic, religious, social, educational and governmental diversity in the English colonies.

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Question/Problem 1: How did European colonies in North America differ?

Objectives: The students will be able to:

1. locate the geographic features of North America, the boundaries of lands controlled by the English, French, Spanish and Dutch, and explain how geography influenced claims and settlement.
2. describe the economic, political, and social factors that influenced the development of the colonies.
3. locate and identify the geographic features of the Atlantic coast, the thirteen English Colonies, major trading centers and identify the three geographic regions, the natural resources, and products of each region.
4. interpret data.
5. practice note–taking skills.
6. gather and organize information.
7. create a persuasive poster.

Description of lesson/activity:

1. Using wall maps, atlases, and textbooks, the teacher should explain to students the locations over time of the Spanish, French, Durch, Swedish and English colonies. Students should learn about the georgraphic features or each area and discuss what economic and geographic features were important in settlement decisions.
2. The first activity is based on the accompanying chart entitled, "European Colonization of North America," which is used for the writing of a persuasive letter. First, students should fill in the chart to compare and contrast colonies. Student answers to the chart will vary depending on the resources available to students, but should be complete enough for students to interpret the data for the next part of the assignment. There are no written student directions for the chart activity, so teachers should explain the assignment to the class.
3. When they have completed the chart, students should prepare a poster attracting settlers to one nation's colony. The accompanying "Poster to Attract Settlers" handout explains the assignment, and the accompanying "Criteria for Assessment of Colonization Posters" should be used to grade the finished products. The posters may be displayed around the room after they have been graded.

4. The third activity, entitled "The English Colonies in the 1750s" (worksheet provided), again involves geography. Student should be assigned both the map and the directions. The map focuses on the grography, political boundaries, natural resources and products of the English colonies.

5. Finally, the teacher should lead a discussion based on the map above; students should be asked to explain the differences between the three geographic sections, what about each section would attract people to settle there, and what ways of making a living would be found in each section.

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

"European Colonization of North America"

	Types of settlers	Reasons for settling	Means of livelihood	Land policy	Religions represented	Who ruled & what authority	Relations with Indians
SPAIN							
FRANCE							
ENGLAND							
HOLLAND							
SWEDEN							

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607–1763

Question/Problem 1: How did European colonies in North America differ?

Poster to Attract Settlers

Directions:

You lived during the period of European colonization in North America. You have the task of attracting settlers to one of those colonies, and must develop a poster explaining why Europeans should travel to a "new world."

- Choose one of the nations from your "European Colonization of North American" chart.
- Include specific information from that chart that would make that nation's colony attractive to settlers.
- Create a poster that uses pictures and words to convey your message.

Your poster will be graded on the correctness and completeness of your information, the attractiveness of your artwork, and how convincing your poster is. Remember, you are creating an advertisement for settlement of a colony, so make your product look good!

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Question/Problem 1: How did European colonies in North America differ?

Criteria for Assessment of Colonization Posters

Information: All information about the nation's colony found on the chart should appear in some way on the poster.	**Information is complete and accurate.**	5_____
	Information is not complete but is accurate.	4_____
	Some information, but is accurate.	3_____
	Little information and/or is partially accurate.	2_____
	All information is inaccurate.	1_____
Art work and Effort: The poster is eye-catching, illustrated neatly, colorful, and accurately labeled.	Excellent art work on poster.	4_____
	Poster shows good effort.	3_____
	Poster shows acceptable effort.	2_____
	Little effort shown on art work.	1_____
Persuasiveness: The poster is designed in a way that would persuade settlers to come to the colony being advertised.	Poster is very persuasive.	3_____
	Poster is fairly persuasive.	2_____
	Poster would not persuade.	1_____

12 -11 = Excellent
10 - 9 = Good
8 - 7 = Satisfactory
6 - 5 = Needs Improvement
4 - 3 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607–1763

Question/Problem 1: How did European colonies in North America differ?

"The English Colonies in the 1750s"

Directions:

1. Title your map "The English Colonies in the 1750s."
2. Identify North, South, East, and West.
3. Use a textbook, atlas, or wall map to locate the following:

Bodies of Water

Atlantic Ocean
Hudson River
Mohawk River
Connecticut River
Ohio River
Lake Ontario
Lake Erie
Lake Huron

Thirteen Colonies

Connecticut
Delaware
Georgia
Maryland
South Carolina
Massachusetts
Rhode Island
New Hampshire
New Jersey
New York
North Carolina
Pennsylvania
Virginia

4. Draw in and label the Appalachian Mountains. (Use ^^ symbol.)

5. Locate trade centers by writing names near correct dots:

   Boston
   New York City
   New Haven
   Savannah
   Charleston
   Philadelphia
   Norfolk

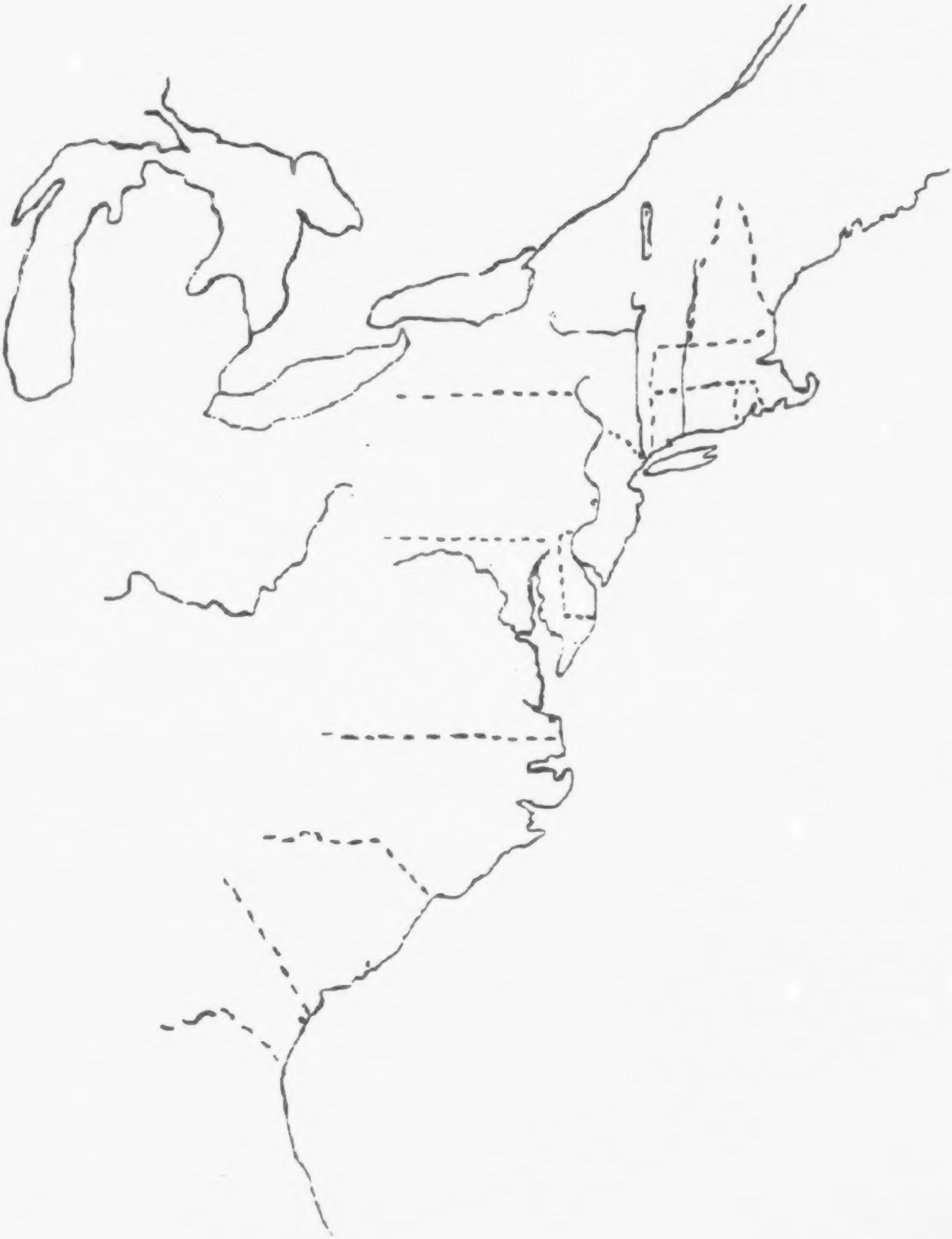
6. Make a color key and color in the three geographic regions:

   New England Colonies
   Middle Colonies
   Southern Colonies

7. Using a textbook, atlas or wall map, add these natural resources and products to the correct locations(s) on the map.

   timber
   fish
   iron
   tobacco
   furs
   grain
   paper
   rum
   ships
   indigo

A Crossroads Resource



Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Question/Problem 2: Identify and summarize the reasons why English settlers came to America and founded communities as soon as they arrived.

Objectives: The students will be able to

1. understand the reasons why people came to the colonies.
2. understand how and why communities were founded.
3. use the appropriate methods and tools to interpret primary resources.
4. understand the relationship between the text and the context of the Mayflower Compact.
5. understand that the Mayflower Compact was the first of many efforts to establish government by compact.

Description of lesson/activity:

1. Prior to teaching this lesson, the students should understand the various reasons why people came to the colonies. They should also be familiar with the historical context of the Mayflower Compact. Who were the Pilgrims? Why did they leave England? What role did the Compact play in their settlement vision? How was Plymouth actually governed?
2. There is a method to reading primary documents. To introduce students to this method, it is effective to use cooperative groups.
    - In their first reading, students should peruse a copy of the document to familiarize themselves with it. In their groups, they can discuss characteristics of the compact including its brevity, style of English, signers, etc. After their initial exploration of the document, have students read the Compact again.
    - In their second reading, help students figure out the meaning of words and phrases. This is where the student should be able to use reference tools like dictionaries, encyclopedias, and background histories. (For example, see Roots of the Republic edited by Stephen L. Schechter (Madison, WI: Madison House, 1990.)
    - Next have students read the document in order to prepare an outline of it. Like other writings, a document should contain a beginning, middle, and end. The beginning is referred to as the preamble. In it students should look for statements of people (how do signers refer to themselves) and principles (for what reasons have they written the document). The middle portion of the document contains the body of operating provisions that answer the question of how the signers' principles should be implemented.

This part of the document may also have sub– parts. The end of the document should contain provisions for ratifying and amending the document as well as a list of signers. A document might well omit one or more of these elements, in which case we can refer to it as an "incomplete" document but a document nonetheless.

3. In order to better facilitate students, the teacher should also refamiliarize her/himself with not only the document, but with some of the most recent scholarship about it. Roots of the Republic edited by Stephen L. Schechter contains a chapter on the Mayflower Compact that provides the reader with a user–friendly and informative commentary on the Compact that could even be used by students.

4. Now let's take closer look at the Mayflower Compact and see how it can be better understood using these basic reading techniques. Middle school students will need help and teachers may simplify the outline. However, once students break down the Compact, it will serve as a guide for simple outlines of longer documents. A blank outline with the first word of each line can be given to them to jumpstart the effort. Outlines can be made into posters for display.

MAYFLOWER COMPACT OUTLINE

I. Beginning (paragraph 1)

    A. Introduces God as witness
    B. Introduces signers as loyal subjects

II. Body (paragraph 2)

    A. Religious purposes for the voyage
    B. Purpose of founding a "civil body politick" by covenant
    C. Purposes of enacting legislation and framing offices
    D. Pledge of allegiance/obedience

III. End (paragraph 3)

    A. Circumstances of signing
    B. Signatures

The Mayflower Compact

[November 11, 1620]

In the Name[1] of God Amen. We whose names are underwritten, the loyall subjects of our dread soveraigne Lord King James[2] by the grace of God, of great Britaine, Franc, and Ireland king, defender of the faith, &c.

Having undertaken for the glorie of God[3], and advancements of the Christian faith and honour of our king and countrie, a vouage to plant the first Colonie in the Northerne Parts of Virginia[4], doe by these presents[5] solemnly & mutualy in the presence of God, and one of another, covenant & combine our selves togeather into a civil body politick; for our better ordering[6], & preservation & furtherance of the ends aforesaid[7]; and by vertue hearof to enacte, constitute, and frame[8], shuch just & equall lawes, ordinances[9], Acts, constitutions, & offices, from time to time, as shall be thought most meete[10] & convenient for the generall good of the Colonie: unto which we promise all due submission and obedience.

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[1] Capitalization was a common practice in the early 1600s. Similar to a language like German, a capital letter began many nouns or important words. They were not always consistent in this practice. Nor were they consistent in spelling words.

[2] The word "dread" was usually used to imply deep awe or reverence. The Pilgrims did not want to anger the king so they portrayed themselves as loyal subjects and used a polite form of address. They did not fear him; more likely they did not like him because of his religious convictions.

[3] God's glory is mentioned before the king's honor because as a religious people they saw this as most important, followed by spreading the Christian religion. The honor of king and country came third in this list of priorities.

[4] Virginia is mentioned because they were supposed to have gone to Virginia. The land in front of them did not yet have a name. In fact, they were not entirely certain where they were, except that they were too far north. "Northern parts of Virgnia" seemed as good a name as any.

[5] Here "presents" means "formal statements."

[6] "Better Ordering" means here to bring better law and order.

[7] "Ends aforesaid" refers to the ends or purposes mentioned earlier--advancement of the Christian faith, etc.

[8] They could not just say "enact" instead of "enact , constitute, and frame." Civil societies enact laws, constitute a form of government, and frame ordinances. They should also have said "elect" since one does not enact, frame, or constitute officers.

[9] "Frame ordinances" means what we do today would term making particular "codes" such as an education code or a building code. After a number of laws have been passed, they are often organized into a set of ordinances which brings all the laws on a given topic together in one place and puts them in a logical order. Otherwise they remain scattered through the records of the legislature. A logically ordered set of ordinances was often called a frame--sometimes a frame of government. The term ordinances was a synonym of statutes.

[10] "Meet" means "in conformity with our wishes."

In witness whereof we have hereunto subscribed our names at Cap-Codd the *11* of November, in the year the raigne of our soveraigne Lord King James of England, France, & Ireland the eighteenth and of Scotland the fiftie fourth. Anno Dom. 1620.

Mr. John Carver[11]
Mr. William Bradford
Mr. Edward Winslow
Mr. William Brewster
Isaac Allerton
Myles Standish
John Alden
John Turner
Francis Eaton
James Chilton
John Craxton
John Billington
Joses Fletcher
John Goodman
Mr. Samuel Fuller
Mr. Christopher Martin
Mr. William Mullins
Mr. William White
Mr. Richard Warren
John Howland
Mr. Steven Hopkins
Digery Priest
Thomas Williams
Gilbert Winslow
Edmund Margesson
Peter Brown
Richard Britteridge
George Soule
Edward Tilly
John Tilly
Francis Cooke
Thomas Rogers
Thomas Tinker
John Ridgdale
Edward Fuller
Richard Clark
Richard Gardiner
Mr. John Allerton
Thomas English
Edward Doten
Edward Liester

From Stephen L. Schechter, ed., Roots of the Republic (Madison, WI: Madison House, 1990), pp. 22–23. The text of the compact is from Samuel Eliot Morison's edition, Of Plymouth Plantation, 1620–1647 by William Bradford (New York: Alfred A. Knopf, 1952) copyright by Samuel Eliot Morison and renewed 1980 by Emily M. Beck.

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[11] "Mr." usually referred to a gentleman--someone of higher rank than a commoner but not a nobleman. Note there are no women signers. At that time, a woman was economically dependent on a man who signed for her.

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607–1763

Question/Problem 3: Explore reasons why social rank was important to both the individual and society.

Objectives: The students will be able to

1. use research to determine an individual's rank in the hierarchy of colonial society.
2. justify the reasons a person is ranked at a particular social level.
3. write a short essay applying the information gathered about social ranks to develop a plan for upward mobility in colonial society.
4. interpret data.
5. gather and organize information.
6. predict changes in social rank in colonial society.
7. understand how to take information and pattern it in a new way.

Description of lesson/activity:

1. Before this part of the unit is covered, students should study the diverse range of groups which had settled in the colonies. Teacher should refer to "Teacher Resource—Social Rank" for more information on this topic. Several ideas should be explained to students during pre–activity preparations.
   - Students must maintain a seventeenth–century mentality while engaged in this activity. For example, most people at that time did not question the rank to which they were born.
   - Discuss the meaning of dignity of calling.
   - The class system in Europe was more rigid than in the American colonies; social rank or grade allowed mobility, but it was seldom achieved in Europe.
   - Several jobs or callings were found within each grade.
   - Women in the colonies had more rights than their counterparts in England even though those rights were very few.
2. Since the class activity is to create a social ladder, the teacher needs to provide side rails upon which students will place their rungs. These can be poles or sticks, real or paper, or any other creative idea will do. Cut rungs on which students will record their information. These might be about two inches wide and eight to twelve inches long.

3. Each student will assume the identity of a specific calling found in colonial society. The student should either randomly draw an identity or be assigned one. A list of the callings is found in the accompanying "Teacher Resource—Rungs for the Social Ladder." Students should not be told if a calling is gentry, lower, etc., until the ladder has been completed. Other callings can be added to the list if needed. If more are added, keep in mind that some may need more information to clarify the role. For example, an iron monger could be at the apprentice level. The students should gather information on their callings using the accompanying "Social Rank in the Colonies Worksheet."

   Some callings such as slave may have no further information included. A slave's rank may seem obvious but there was a hierarchy even in their world—field slaves, house slaves, etc. Students are to be instructed to research the definition of slave and reasons why other members of colonial society considered them inferior.

4. Students need the resources made available for research to determine and justify their rank. This could be done in class or the library. Since most students would not have access to the resources at home, this does not make a good homework assignment. They should not do a report on the job description of the identity they have. Remind them periodically to stick to the criteria. Students may not come up with definite answers on topics such as birth rank but the information gathered should allow them to make educated assumptions. The teacher should determine whether research is a group or individual task.

5. When the research is completed, the student should record the information gathered on her/his rung.

6. In a large group, each student should attach his or her rung on the social ladder and justify its placement to the class. The teacher should then guide class discussion on the placement. The class might decide it is misplaced and have it moved. The end of the activity should include a comparison of social mobility in colonial and modern times.

7. As an extension activity, students should write a paragraph or short essay on how they might move up the ladder using seventeenth–century thinking. A good resource would be Benjamin Franklin's maxims, samples of which are found on the student resource, "Advice From Ben Franklin." There are numerous publications available for many more of his commentaries. Using these will help students break away from present–day thinking.

Resources:

1. Bridenbaugh, Carl. The Colonial Craftsman. Chicago: The University of Chicago Press, 1980.
2. Tunis, Edwin. Colonial Living. New York: The World Publishing Company, 1957.
3. Wright, Louis B. The Cultural Life of the American Colonies. New York: Harper and Row, 1957.

Several series of books are especially accessible to students. Among these are:

a) Colonial American Series. Titles include: The Glassmakers, The Shipbuilders, The Silversmiths, The Wigmakers by Leonard Everett Fisher. Franklin Watts Inc.

b) Historic Communities Series. Titles include: Home Crafts, The Kitchen by Bobbie Kalman. Crabtree Publishing Company.

c) Sourcebooks on Colonial America. Titles include: Governing and Teaching Daily Life, The Arts and Sciences edited by C. Carter Smith. Milbrook Press,Inc.

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Question/Problem 3: Explore reasons why social rank was important to both the individual and society.

Teacher Resource: Social Rank

In a monarchic society subjects were loyal to their king. By its very nature, a monarchy led to the existence of a social hierarchy or "pecking order." This hierarchy had more social and cultural implications than political for most people. Although social structure in the colonies was not as rigid as in England, there were distinctions between gentlemen ("the better sort") and ordinary people ("the middling sort" and "the lower sort"). Where you ended up was an accident of birth. People were more closely connected to one another vertically than with those of their own social grade. (The terms grade and rank are used here interchangeably; however, "class" is a nineteenth-century notion and should not be introduced here.) People understood to whom they were superior and to whom they were inferior. These ideas are drawn from The Radicalism of the American Revolution by Gordon S. Wood (New York: Vintage Books, 1991); this book is highly recommended for further reading.

It was living in America, away from England, that afforded opportunities to move up the ladder. However, such mobility was the exception rather than the rule. Nonetheless, many aspired to become an exception, and mobility of all kinds was far more common in America than Europe. The best example of the colonial period is that of Benjamin Franklin. He practiced his own sayings and was able to retire a wealthy gentleman in his early forties. (See Richard B. Bernstein's Essay III.)

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Question/Problem 3: Explore reasons why social rank was important to both the individual and society.

Teacher Resource: Rungs for the Social Ladder

"BETTER SORT" (GENTRY, OWNED PROPERTY)

WEALTHY MERCHANT
DAUGHTER OF WEALTHY MERCHANT
PLANTER (BORN IN ENGLAND)
SON OF PLANTER
MINISTER (EDUCATED IN ENGLAND, ANGLICAN CHURCH)
DOCTOR (APPRENTICED IN AMERICA)
MINISTER (EDUCATED IN ENGLAND, BAPTIST)

"MIDDLING SORT" (OWNED PROPERTY)

FARMER
BLACKSMITH
BLACKSMITH (APPRENTICE)
ARCHITECT
CABINETMAKER (BORN IN ENGLAND)
GLASSWORKER (MASTER)
HATTER
WIFE OF FARMER

PRINTER
SHIPBUILDER
SHOEMAKER
SILVERSMITH (MASTER)
WEAVER
WIFE OF WIGMAKER
TAILOR
BARRELMAKER

"MIDDLING SORT" (NO PROPERTY)

WIFE OF CLOCKMAKER
PAPERMAKER
DAUGHTER OF TAILOR

TURNER (JOURNEYMAN)
SCHOOLMASTER
SON OF BLACKSMITH

"LOWER SORT"

UNSKILLED LABORER
INDENTURED SERVANT
WIFE OF INDENTURED SERVANT
SLAVE
SON OF SLAVE

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Question/Problem 3: Explore reasons why social rank was important to both the individual and society.

Social Rank in the Colonies—Worksheet

Activity: Create a ladder of social rank after researching your rung in colonial society.

Directions:
1. You will receive a calling. It will give information about your identity.
2. You will research your calling.
3. Use your research to make a rung for the social ladder.
4. Some information on your calling may not be directly stated. Use the research you gathered to make an educated guess.
5. Use your research to determine your rank in colonial society.
6. Justify to members of the class where your rung should be placed on the social ladder.

Criteria for Rank on the Ladder	**Your Calling:**
Birth Rank in Society	
Dignity of the Calling	
Religion	
Education or Training	
Ethnicity	
Educated in America or England	
Born in America or England	

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Question/Problem 3: Explore reasons why social rank was important to both the individual and society.

Advice from Ben Franklin

Benjamin Franklin was the youngest son of a "middling sort" Boston printer. From this rank he was able to rise in social status to "the better sort."

The following quotes from Benjamin Franklin's Poor Richard's Almanac can be used in writing your essay about moving up the colonial social ladder.

* *No man e'er was glorious, who was not laborious.*

* *Diligence is the Mother of Good-Luck.*

* *He that hath a Trade, hath an Estate.*

* *Keep thy shop, and thy shop will keep thee.*

* *No gains without pains.*

* *God helps them that help themselves.*

* *Drive thy Business, let not that drive thee.*

* *Pay what you owe, and you'll know what's your own.*

* *Eat to please thyself, but dress to please others.*

* *Early to bed and early to rise, makes a man healthy wealthy and wise.*

Diane Ravitch, ed., The American Reader (New York: HarperCollins Publishers, 1990), pp. 4–6.

Question/Problem 4: Describe the ethnic, religious, social, educational and governmental diversity in the English colonies.

Objectives: The students will be able to

1. research the ethnic, religious, social, and governmental diversity of each geographic region.
2. write journal entries for each of the three geographic regions based on research information gathered.
3. interpret the research to make a judgment about which geographic region to live in.
4. work in cooperative groups.
5. gather and organize information.

Description of lesson/activity:

1. Resources for this lesson include the social ladder developed in Question/Problem 3, student worksheets from Question/Problem 2 and student maps and charts from Question/Problem 1; additional textbooks and library media center resources should also be used as available.
2. The teacher should divide the class into groups, each of which will be assigned a geographic region of the English colonies to research using the accompanying "Diversity in the English Colonies Chart."
3. Each group should create a poster based on its research and a list of five significant questions that can be answered by the poster. The poster should describe the diversity of the region studied. The poster should include, in pictures and words, information about ethnicity, religion, social rank, and government. The teacher should post these posters around the room, arranged by geographic region, for use in the next step of the activity. At the same time, the teacher should collect the lists of significant questions.
4. The teacher should make up a worksheet listing all the questions created by the groups. Armed with this worksheet, students should be assigned to tour the "gallery" of posters, finding as many answers as possible. The teacher may decide how to grade this worksheet.
5. The teacher should distribute and review the accompanying "Student Guide for Observations of Colonial Diversity Journal." Directions on this sheet explain theactivity, and the accompanying "Criteria for Authentic Assessment of Journal Entries" explains what is expected and should be shared with students prior to beginning the assignment.

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607–1763

Question/Problem 4: Describe the ethnic, religious, social, educational, and governmental diversity in the English colonies.

Diversity of the English Colonies Chart

Directions: Gather information about the diversity found in one colonial region.

Name of Region: ______________________________

Describe the ethnic groups that lived there:

Describe the religions practiced there:

Describe the social ranks of people living in the region:

Describe the ways people were educated:

Describe the ways in which the colonies in the region were governed:

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607–1763

Question/Problem 4: Describe the ethnic, religious, social, educational, and governmental diversity in the English colonies.

Student Guide: Observations of Colonial Diversity Journal

OVERVIEW: You are about to travel through time to the English colonies in America. Your trip will take you through each geographic region—New England, the Middle colonies and the Southern colonies. You will make one journal entry for each region about your observations of diversity in that region. When you return home you will want to let everyone know which region you liked best. Base your decision upon the facts you have gathered. In a fourth and final entry you will use the observations made in the first three entries to explain the decision you made.

Directions: Use the following to keep on task. You can check off each to make sure your assignment is complete.

1. Review the Criteria for Authentic Assessment of Journal Entries.
2. Use the information from the posters, social ladder, maps, charts, and other sources to write your entries.
3. In each entry describe the diversity found in that region. Your observations should include the facts you have learned. Be sure to do one entry for each of the following regions:

    New England Colonies
    Middle Colonies
    Southern Colonies

4. Based on your entries, decide which region you would want others from the twentieth century to visit.
5. Write a fourth entry explaining why you have chosen that region. Remember those of us left behind have not had the chance to go there. We depend upon your judgment as to which was the best region to live in.

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Question/Problem 4: Describe the ethnic, religious, social, educational, and governmental diversity in the English colonies.

Criteria For Authentic Assessment Of Journal Entries

Journal Entries: A journal entry is made for each of the three geographic regions visited.	**Three strong, thoughtful, and insightful entries made**	**5______**
	Three adequate entries made	**4______**
	Three brief entries made	**3______**
	At least two entries made in journal	**2______**
	Student fails to clearly make journal entries on topic	**1______**
Information: A variety of accurate facts, details, and examples used to describe the diversity found in each region.	Variety of accurate facts, details, and examples	5______
	Sufficient amount of material used to support entries	4______
	Small amount of supporting information is included	3______
	Little and/or inaccurate information included	2______
	No supporting information is included	1______
Organization: Journal entries follow some clear pattern of organization that is followed throughout the assignment.	Entries follow a clear patter of organization	4______
	Jouranl generally organized	3______
	There is no attempt to organize the journal	2______
	No organization, lacking consistent structure	1______
Writing style: Journal is readable with varied sentence structure.	Clear and readable writing style	3______
	Readable but some parts of essay are not clear	2______
	Writing style makes essay difficult to understand	1______
Grammar, mechanics, spelling.	Grammar, mechanics, spelling consistently correct	3______
	Some weaknesses and errors	2______
	Many errors make reading difficult	1______
Proofreading.	Essay proofread and neatly written or typed	3______
	Essay neat but not necessarily carefully proofread	2______
	Neither proofread nor neatly presented	1______

23 - 21 = Excellent
20 - 18 = Good
17 - 14 = Satisfactory
13 - 10 = Needs Improvement
9 - 6 = Unsatisfactory

TOTAL SCORE_________

YOUR GRADE_________

Unit IV: What was the American Revolution?
1760–1836

Content and Understandings:

1. There were many economic and political causes of the American Revolution.
2. The Declaration of Independence included many reasons why Americans were dissatisfied with the British.
3. The American Revolution affected different groups of Americans in different ways.
4. Americans "revolutionized" their state and national constitutions.
5. The United States Constitution of 1787 was a document of compromise, balance, and flexibility.
6. Challenges faced by the young nation led to broadened interpretations of the Constitution.

Teacher's Rationale for the Unit:

In the formative years between 1760 and 1800, Americans laid the constitutional foundation of democracy in the United States. Students should understand the revolutionary changes brought about in this period as well as the enduring qualities of the United States Constitution itself.

In the beginning of this unit, students will investigate the causes of the American Revolution by reviewing British laws and the grievances contained in the Declaration of Independence. Students will learn about the Revolutionary War itself by reading primary accounts from a variety of perspectives.

Another significant part of the revolutionary era is constitution making, both at the state and national levels. By studying the United States Constitution from its creation to its ratification, students will recognize the Constitution's enduring qualities of compromise, balance, and flexibility. Throughout this unit, students will assess how war–making and constitution–making changed the lives of individual Americans.

Table of Contents:

- Question/Problem 1: What were the causes of the American Revolution?
- Question/Problem 2: Was the American Revolution a revolution?
- Question/Problem 3: How did the Revolutionaries design the first American system of government?
- Question/Problem 4: In what ways was the United States Constitution of 1787 a document of compromise, balance and flexibility?
- Question/Problem 5: How was the Constitution written and adopted?
- Question/Problem 6: How did challenges to the government lead to broadened interpretations of the Constitution?
- Question/Problem 7: Did the new nation meet the goals stated in the Declaration of Independence?

Unit IV: WHAT WAS THE AMERICAN REVOLUTION? 1760–1836

Question/Problem 1: What were the causes of the American Revolution?

Objectives: The students will be able to:

1. explain the political and economic causes of the American Revolution.
2. analyze the Declaration of Independence.
3. justify the American struggle for independence.
4. gather information from a variety of resources and organize that information on a chart.
5. write a persuasive letter to defend a point of view.

Description of lesson/activity:

1. In Unit III, students studied the founding of the English colonies and the geographic, economic, political, and social factors that shaped the colonies.
2. The teacher should provide students with background on the French and Indian War. Students should understand that Great Britain and France were longtime rivals in America and throughout the world. The teacher should emphasize that the Treaty of Paris (1763) represents a dramatic change in political power in North America. One way to study the French and Indian War is to do so from the point of view of Indians involved in the conflict.
3. The teacher should introduce the concept of mercantilism. Students need to understand how mercantilism policy helped Great Britain and both helped and hurt the colonies. The effect of mercantilism on colonial trade should be discussed.
4. Next, divide the class into small groups. Distribute the "British Laws: Student Worksheet." Explain the importance of each category in the chart. Have students research the British laws using a variety of resources. Students must be provided with information about British writs of assistance and admiralty courts.
5. The teacher can include other laws such as the Navigation Acts (1763), Currency Act (1764), Quartering Act (1765), and Declaratory Act (1766) to supplement this activity.
6. Using the information on the chart, have each group of students develop a broadside or poster that shows how colonists reacted to one of the British laws. Evaluation is up to the teacher.

7. With their knowledge of British laws, students are prepared to analyze the Declaration of Independence. Students must have background on the relevant terms such as social compact. (See the accompanying teacher resource on the Declaration of Independence for additional background.)

8. Provide students with a copy of the Declaration of Independence which is provided. Using the teacher resource here and the instructions from the Mayflower Compact activity introduced in Unit III, review with them the method for analyzing documents. This is a group activity. Have students complete "Declaration of Independence: Student Worksheet." Evaluation is up to the teacher.

9. The concluding activity requires students to use their knowledge of British laws and the Declaration of Independence to develop an argument in support of the American Revolution. Use "Causes of the American Revolution: Concluding Activity." Evaluation of this assignment is up to the teacher. Student answers should be well-written and contain strong, accurate arguments.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 1: What were the causes of the American Revolution?

British Laws: Student Worksheet

Directions: Use your text and other available resources to fill in the chart.

British Law and Description	Why did the colonist dislike the law?	How did the colonists show their dislike?
Proclamation of 1763		
Sugar Act (1764)		
Stamp Act (1765)		
Townshend Acts (1767)		
Tea Act (1773)		
Intolerable Acts (1774)		

UNIT IV: WHAT WAS THE AMERICAN REVOLUTION? 1760–1836

Question/Problem 1: What were the causes of the American Revolution?

TEACHER RESOURCE on the Declaration of Independence

The following background is for the teacher. It can also be used for student enrichment. If necessary, refer to the teacher resource in Unit III on the Mayflower Compact on how to read a document.

- The context of the Declaration of Independence is important. It is drafted simultaneously with the Articles of Confederation and the early state constitutions. It complimented and justified the Articles and, later, the Constitution of 1787.
- The preamble, the first paragraph, explains the document's purpose, and identifies the signers.
- The first middle part, the second paragraph, sets forth principles in the form of rights. These rights also provide the justification for separation and the rationale for listing specific grievances.
- The second middle part contains the grievances, twenty–eight in all. In his commentary on the Declaration of Independence in Roots of the Republic, Donald Lutz points out that the charges against the king are the reasons for separation; they are also "a list of American political commitments." (Note that charges are against the king, not the government or the people, in an attempt to isolate the king.) Grievances one through six address the legislative process. Number seven speaks to immigration and westward expansion. Eight and nine are on the judiciary. The executive is found in ten through twelve. Thirteen through twenty– two involve areas of foreign rule. It is implied in the next five charges that the king by withdrawing his protection of lives and property, not the Americans, had broken ties.
- The last charge and the following paragraph provide the transition from the middle parts to the end. They reflect the statements made in the second paragraph of the document. The word "therefore" signals the beginning of the action part of the Declaration. This is what the signers intend to do and why. The last sentence is our national compact in which God is called as a witness.
- The signers are listed by state in geographic order from north to south.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 1: What were the causes of the American Revolution?

Declaration of Independence: Student Worksheet

Each student (or group) will have a copy of the Declaration of Independence. You will use the method for reading documents in your analysis. The teacher will review with you the first two steps in analyzing the document. For the third step or reading, answer the questions below. You may write directly on the Declaration, in your notes, or on a separate sheet of paper.

Part I: As Individuals

1. On the document **underline** the following and **letter** your answer starting at the first word of the answer:
    a. What is the purpose of the Declaration? (paragraph 1)
    b. What three natural or unalienable rights do men have? (paragraph 2)
    c. Governments get their power from whom? (paragraph 2)
    d. What must people do if government abuses its power? (paragraph 2)
2. On the Declaration, number the grievances found. (Hint: there are twenty–eight.)
3. Underline the "action" part of the document. (What are the signers going to do?) (last paragraph)
4. Place brackets around the part that shows the compact or pledge of the signers. (last paragraph)

Part II: In a Group:

1. In your groups, discuss why the grievances are actually the causes of the Revolution.
2. On a separate sheet of paper entitled "Causes of the Revolution," the group should list ten of the causes of the American Revolution.
3. Put a star next to the three causes your group feels were the most important. At the bottom of the page justify why the group chose these causes. Hand in your group assignment to the teacher

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 1: What were the causes of the American Revolution?

Declaration of Independence

IN CONGRESS, JULY 4, 1776.

A DECLARATION

BY THE REPRESENTATIVES OF THE

UNITED STATES OF AMERICA,

IN GENERAL CONGRESS

ASSEMBLED

When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shown, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great– Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions of the Rights of the People.

He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasions from without, and Convulsions within.

He has endeavored to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will clone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People and eat out their Substance.

He has kept among us, in Times of Peace, Standing Armies, without consent of our Legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

For quartering large Bodies of Armed Troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all Parts of the World:

For imposing Taxes on us without our Consent:

For depriving us, in many Cases, of the Benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended Offenses:

For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

He is, at this Time, transporting large Armies of foreign Mercenaries to complete the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

He has excited domestic Insurrections amongst us, and has endeavored to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

In every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

Nor have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

We, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Signed by ORDER and in BEHALF of the CONGRESS,

JOHN HANCOCK, President.

New-Hampshire
Josiah Bartlett,
Wm. Whipple,
Matthew Thornton.

Massachusetts-Bay
Saml. Adams,
John Adams,
Robt. Treat Paine,
Elbridge Gerry.

Rhode-Island and Providence, &c.
Step. Hopkins,
William Ellery.

Connecticut
Roger Sherman,
Saml. Huntington,
Wm. Williams,
Oliver Wolcott.

New-York
Wm. Floyd,
Phil. Livingston,
Frans. Lewis,
Lewis Morris.

New-Jersey
Richd. Stockton,
Jno. Witherspoon,
Fras. Hopkinson,
John Hart.

Abra. Clark.

Pennsylvania
Robt. Morris,
Benjamin Rush,
Benja. Franklin,
John Morton,
Geo. Clymer,
Jas. Smith,
Geo. Taylor,
James Wilson,
Geo. Ross.

Delaware
Caesar Rodney,
Geo. Read,
(Tho M:Kean.)

Maryland
Samuel Chase,
Wm. Paca,
Thos. Stone,
Charles Carroll, of Carrollton.

Virginia
George Wythe,
Richard Henry Lee,
Ths. Jefferson,
Benja Harrison,
Thos. Nelson, Jr.,
Francis Lightfoot Lee,
Carter Braxton.

North-Carolina
Wm. Hooper,
Joseph Hewes,
John Penn.

South-Carolina
Edward Rutledge,
Thos. Heyward, junr.,
Thomas Lynch, junr.,
Arthur Middleton.

Georgia
Button Gwinnett,
Lyman Hall,
Geo. Walton.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 1: What were the causes of the American Revolution?

Causes of the American Revolution: Concluding Activity

Directions: Write a letter to the editor of a colonial newspaper in 1776 in which you support or oppose the American struggle for independence. Use at least three reasons to support your point of view. Use your knowledge of the causes of the American Revolution and the Declaration of Independence in your answer.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 2: Was the American Revolution a revolution?

Objectives: The student will be able to:

1. describe British and American strengths during the Revolutionary War.
2. explain the importance of key battles in the Revolutionary War.
3. define the concept of "revolution."
4. compare and contrast the goals of national leaders, loyalists, women, American traders and slaves during the Revolution.
5. evaluate the success of different groups of Americans on achieving their goals during the Revolution.
6. critique one historian's view of the Revolution.
7. interpret primary resources.
8. write an organized essay supporting a point of view on the significance of the American Revolution.

Description of lesson/activity:

1. In Question/Problem 1 students studied the causes of the American Revolution and evaluated the Declaration of Independence. The goal of Question/Problem 2 is for students to learn about the war itself and its impact of people. The question, "Was the American Revolution a revolution?" will encourage students to investigate the results of the war from the perspectives of different groups of people.

2. The teacher should share with students information on the war itself. Included in the review of the war should be a discussion of American and British strengths and important battles such as Lexington and Concord, Saratoga, Vincennes, and Yorktown. Use of literature is very helpful in showing students what life was like during the war. Novels such as Johnny Tremain, My Brother Sam is Dead, and Sarah Bishop are highly recommended. Also, accounts of Valley Forge show the suffering soldiers endured to achieve an American victory. See the accompanying "American Revolution: Valley Forge" Worksheet for an account of what happened at Valley Forge.

3. Once students have background of the Revolutionary War, they will be ready to evaluate the question/problem "Was the American Revolution a revolution?" The teacher should begin by asking the students to brainstorm a definition of "revolution." Student responses should be shared and discussed by the class as a whole. The answers should emphasize the concept of change. Revolution implies dramatic change, a radical departure from what existed previously.

4. At this point, the teacher should present students with the question/problem: "Was the American Revolution a revolution?" The teacher should tell students that different groups of people had different expectations of the revolution and were affected differently by it. Students will have the opportunity to learn about the perspectives of national leaders, loyalists, women, American traders, and slaves.

5. The teacher should use the accompanying "American Revolution: Readings A–E." The teacher may decide how to use the five readings. The students should be able to read these passages and interpret them on their own. However, it would be helpful to use at least one reading as an example in class.

6. Following each reading students are asked to explain what changes the group hoped to achieve during the American Revolution. An equally important question is whether or not the group actually achieved its goals. Students cannot gather this information from the readings themselves. For this reason, it is suggested that the teacher provide information on whether or not each group of people was successful in achieving the changes it desired. In general, the American Revolution resulted in a political and economic break from the control of Great Britain. This undoubtedly pleased most national leaders and traders in America. Social change, especially for certain groups of people, was not nearly as great. Some Loyalists, women, and slaves voiced their own aspirations for the social results of the revolution.

7. Distribute "American Revolution: Concluding Activity." Read the directions of the assignment and answer any questions raised by students. Student answers could be "yes," "no," or "yes and no." More important will be the quality of writing and the strength of the arguments. Evaluate the assignment by using the accompanying "Assessment Criteria: Concluding Activity."

8. After students have completed their concluding activity, the teacher should distribute the accompanying "American Revolution: Two Historians' Views." Questions on the handout ask students to evaluate the points of view of two historians. The teacher can structure this activity any way he or she wishes. When students have completed the Worksheet, a discussion would be helpful. The teacher should explain that historians have the advantage of evaluating the long-term results of an event. Those who lived through the American Revolution did not have that advantage.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 2: Was the American Revolution a revolution?

American Revolution: Reading A: National Leaders

Patrick Henry and other national leaders in the colonies were frustrated by British rule. The following is excerpted from Patrick Henry's famous speech to the Virginia legislature in 1775. Read the following and answer the question below.

> *...Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned, we have remonstrated, we have supplicated, we have prostrated ourselves, before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation? There is no longer any room for hope. If we wish to be free, if we mean to preserve inviolate those inestimable privileges for which we have been so long contending, if we mean not barely to abandon the noble struggle in which we have been so long engaged and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir--we must fight!...*
>
> *Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!*

Eyewitnesses and Others: Readings in American History, Vol. 1:
Beginnings to 1865 (Austin, TX: Holt, Rinehart and Winston, Inc., 1991), pp. 103–107.

Question

What changes did Patrick Henry hope to achieve during the American Revolution?

Unit IV: What was the American Revolution? 1760-1836

Question/Problem 2: Was the American Revolution a revolution?

American Revolution: Reading B: Loyalists

Many colonists opposed the war with Great Britain. Some were called "Loyalists" because they remained loyal to Great Britain during the war. The excerpts found on pages 30 and 380 of Kenneth Robert's novel Oliver Wiswell (New York: Doubleday, Doran & Company, 1940), show a probable Loyalist view of the American Revolution. Read those passages and answer the question below.

Question: What changes did Loyalists in the colonies hope to achieve during the American Revolution?

Unit IV: What was the American Revolution? 1760-1836

Question/Problem 2: Was the American Revolution a revolution?

American Revolution: Reading C: Women

Abigail Adams maintained the family farm during the Revolutionary War while her husband John was busy working with the Continental Congress. She frequently wrote her husband to share news of the day. The following passage is excerpted from one of these letters written in 1776. Read the following and answer the question below.

> *...I long to hear that you have declared an independence—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.*
>
> *That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supreme Being make use of that power only for our happiness.*

Diane Ravitch, ed., The American Reader: Words That Moved
A Nation (New York: Harper Collins. 1990). p. 31.

Question

What changes did Abigail Adams hope to achieve during the American Revolution?

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 2: Was the American Revolution a revolution?

American Revolution: Reading D: American Traders

Thomas Paine's pamphlet Common Sense (1776) was widely read throughout the colonies. The work inspired colonists to join the cause for independence. The following excerpts show Paine's economic reasons for supporting independence. Read the following and answer the question that follows.

I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thriven upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly, that America would have flourished as much, and probably much more, had no European power taken any notice of her. The commerce by which she hath enriched herself are the necessaries of life, and will always have a market while eating is the custom of Europe....

I challenge the warmest advocate for reconciliation to show a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will.

Diane Ravitch, ed., The American Reader: Words That Moved
A Nation, pp. 25–27.

Question

What changes did Thomas Paine (and American traders) hope to achieve during the American Revolution?

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 2: Was the American Revolution a revolution?

American Revolution: Reading E: Slaves

Many slaves believed that the Declaration of Independence should apply to them. The following contains excerpts from a petition presented in 1777 to the Massachusetts legislature. Read the following and answer the question below.

The petition of a great number of blacks detained in a state of slavery in the bowels of a free and Christian country humbly shows that your petitioners apprehend that they have in common with all other men a natural and unalienable right to that freedom which the Great Parent of the universe has bestowed equally on all mankind and which they have never forfeited by any compact or agreement whatever. But they were unjustly dragged by the hand of cruel power from their dearest friends and some of them even torn from the embraces of their tender parents, from a populous, pleasant, and plentiful country and in violation of laws of nature and of nations and in defiance of all the tender feeling of humanity, brought here either to be sold like beasts of burden and, like them, condemned to slavery for life--among a people professing the mild religion of Jesus; a people not insensible of the secrets of rational being, nor without spirit to resent the unjust endeavors. They therefore humbly beseech Your Honors to give this petition its due weight and consideration, and cause an act of legislation to be passed whereby they may be restored to the enjoyments of that which is the natural right of all men, and that their children, who were born in this land of liberty, may not be held as slaves after they arrive at the age of twenty-one years. So may the inhabitants of this state, no longer chargeable with the inconsistency of acting themselves the part which they condemn and oppose in others, be prospered in their present glorious struggle for liberty and have those blessings for themselves.

"Negro Voices Raised For Freedom," The Annals of America, Vol.2, 1755–1783, Resistance and Revolution (Chicago: Encyclopedia Britannica, 1968), pp. 482–483.

Question

What changes did this petition hope to achieve during the American Revolution?

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 2: Was the American Revolution a revolution?

American Revolution: Concluding Activity

Directions: In your opinion, was the American Revolution a revolution? In an essay, define "revolution" and use that definition to evaluate the results of the American Revolution. Use three arguments to support your point of view. In your answer, be sure to use your knowledge of the American Revolution, the war itself, and its effect on different groups of people.

Unit I: A World of Their Own: The Americas to 1500

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 2: Was the American Revolution a revolution?

Assessment Criteria: Concluding Activity

Definition and Opinion: Essay begins with a definition of the word "revolution," and a clear statement of point of view.	Accurate definition, clear point of view.	2_____
	Either definition or point of view unclear.	1_____
Arguments: Three clear arguments are made to support an opinion about whether or not the American Revolution was really a revolution.	Three strong, thoughtful, and insightful arguments .	5_____
	Three adequate arguments made.	4_____
	Three brief arguments are made.	3_____
	Mix of accurate and inaccurate arguments.	2_____
	Student fails to adequately describe arguments.	1_____
Information: Facts, details, and examples are used to support arguments.	Variety of accurate facts, details, and examples.	5_____
	Sufficient amount of material to support arguments.	4_____
	Small amount of supporting information is included.	3_____
	Mix of accurate and inaccurate information included.	2_____
	No supporting information is included.	1_____
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay has definite beginning, middle and end.	3_____
	There is an attempt to organize essay.	2_____
	No organization, lacking proper structure.	1_____
Writing style: Essay is readable with varied sentence structure.	Clear and readable writing style.	2_____
	Some parts of essay are not clear.	1_____
Grammar, mechanics, Spelling: Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2_____
	Some weaknesses and errors	1_____

19-18 = Excellent
17-16 = Good
15-13 = Satisfactory
12-10 = Needs Improvement
9- 6 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 2: Was the American Revolution a revolution?

American Revolution: Reading F: Two Historians' Views

Was the American Revolution really a revolution? Many historians have debated the political, social, and economic results of the American Revolution. The following excerpts share two historians' views of the significance of the American Revolution. Read the passages and answer the questions below.

> *The successful rebellion of the patriots profoundly affected the course of the future, not only for the Americans, but for all other peoples. The American Revolution brought the first break in the European colonial system. It inspired and continues to inspire colonials of all colors to seek freedom from European domination. It also brought into existence for the first time in modern history a republican system of government in a large nation. The example of republicanism successful over the vast territory of the United States constituted a threat to monarchism everywhere, stimulated revolt against kings and emperors. The proclamation in the Declaration of Independence of the equality of men in the sight of the Creator continues to serve as a battle cry for social and political justice. The patriots won independence; they also made a good start on the long road toward establishing and securing 'the rights of mankind.'*

John Richard Alden, The American Revolution: 1775–1783 (New York: Harper & Row, 1954), p. 268.

> *However radical the principles of the Revolution may have seemed to the rest of the world, in the minds of the colonists they were thoroughly preservative and respectful of the past . . . . The world – at least the American corner of it – had already been made over as thoroughly as any sensible man could imagine. Americans had never known or had long since begun to abandon feudal tenures, religious intolerance, and hereditary stratification. Their goal therefore was simply to consolidate, then expand by cautious stages, the large measure of liberty and prosperity that was part of their established way of life.*

Clinton Rossiter, Seedtime of the Republic (New York: Harcourt, Brace & World, p. 1953), p. 448

Answer these questions on a separate sheet of paper.

1. Which historian believes the American Revolution was really a revolution? What reasons does he give?

2. Which historian believes the American Revolution was not really a revolution? What reasons does he give?

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 2: Was the American Revolution a revolution?

American Revolution: Valley Forge

Dr. Albigence Waldo was a surgeon at Valley Forge during the winter of 1777 and 1778. The following are excerpts from a diary he kept while stationed there.

December 14.—Prisoners & Deserters are continually coming in. The Army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this Campaign. Yet they still show a spirit of Alacrity & Contentment not to be expected from so young Troops. I am Sick—discontented —and out of humour. Poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths—nasty Cookery—Vomit half my time—Smoak'd out of my senses [by the smoke created by the guns]- -the Devil's in't—I can't Endure it—Why are we sent here to starve and Freeze—What sweet Felicities have I left at home; A charming Wife—pretty Children—Good Beds—good food— good Cookery—All agreeable—all harmonious. Here all Confusion—smoke & Cold—hunger & filthyness—A pox on my bad luck. There comes a bowl of beef soup—full of burnt leaves and dirt....Away with it Boys—I'll live like the Chameleon upon Air. Poh! Poh! cries Patience within me—you talk like a fool. Your being sick Covers your mind with a Melancholic Gloom, which makes everything about you appear gloomy. See the poor Soldier, when in health—with what cheerfulness he meets his foes and encounters every hardship—if barefoot, he labours thro' the Mud & Cold with a Song in his mouth extolling War & Washington—if his food be bad, he eats it notwithstanding with seeming content—blesses God for a good Stomach and Whistles it into digestion. But harkee Patience, a moment—There comes a Soldier, his bare feet are seen thro' his worn out Shoes, his legs nearly naked from the tatter'd remains of an only pair of stockings, his Breeches not sufficient to cover his nakedness, his Shirt hanging in Strings, his hair dishevell'd, his face meagre; his whole appearance pictures a person forsaken & discouraged. He comes, and crys with an air of wretchedness & despair, I am Sick, my feet lame, my legs are sore, my body cover'd with this tormenting Itch—my Cloaths are worn out, my Constitution is broken, my former Activity is exhausted by fatigue, hunger & Cold, I fail fast I shall soon be no more! and all the reward I shall get will be—'Poor Will is dead.' People who live at home in Luxury and Ease, quietly possessing their habitations, Enjoying their Wives & families in peace, have but a very faint Idea of the unpleasing sensations, and continual Anxiety the Man endures who is in a Camp, and is the husband and parent of an agreeable family. These same People are willing we should suffer every thing for their Benefit & advantage, and yet are the first to Condemn us for not doing more!!...

December 18.—Universal Thanksgiving- -a Roasted pig at Night. God be thanked for my health which I have pretty well recovered. How much better should I feel, were I assured my family were in health. But the same good Being who graciously preserves me, is able to preserve them & bring me to the ardently wish'd for enjoyment of them again.

Rank & Precedence [the commissioned officers] make a good deal of disturbance & confusion in the American Army.

The Army are poorly supplied with Provision, occasioned it is said by the Neglect of the Commissary of Purchases. Much talk among Officers about discharges. Money has become of too little consequence. The Congress have not made their Commissions valuable Enough. Heaven avert the bad consequences of these things!!...

December 21.—[Valley Forge.] Preparations made for hutts. Provisions Scarce. Mr. Ellis went homeward—sent a Letter to my Wife. Heartily wish myself at home, my Skin & eyes are almost spoil'd with continual smoke. A general cry thro' the Camp this Evening among the Soldiers, 'No Meat! No Meat!'—the Distant vales Echo'd back the melancholy sound—'No Meat! No Meat!!' Imitating the noise of Crows & Owls, also, made a part of the confused Musick.

What have you for your Dinners Boys? 'Nothing but Fire Cake & Water, Sir.' At night, 'Gentlemen the Supper is ready.' What is your Supper Lads? 'Fire Cake & Water, Sir.' Very poor beef has been drawn in our Camp the greater part of this season. A Butcher bringing a Quarter of this kind of Beef into Camp one day who had white Buttons on the knees of his breeches, a Soldier cries out—-'There, there Tom is some more of your fat Beef, by my soul I can see the Butcher's breeches buttons through it.'

December 22.—...Our Division are under Marching Orders this morning. I am ashamed to say it, but I am tempted to steal Fowls if I could find them, or even a whole Hog, for I feel as if I could eat one. But the Impoverish'd Country about us, affords but little matter to employ a Thief, or keep a Clever Fellow in good humour. But why do I talk of hunger & hard usage, when so many in the World have not even fire Cake & Water to eat....

January 3.—...To day his Excellency in Orders acquainted the Troops of the Congress's high approbation of their spirited perseverance and good Conduct this Campaign, that Rations should be raised monthly in proportion to the rise of the Articles of life, that the Congress were exerting themselves to supply the Commissary, the Cloathiers Departments, with a greater quantity of better Stores, than hitherto, that the Troops may be Supply'd with a greater quantity of Provision than they have been of late; and that a Month's Wages extraordinary shall be given to every Officer & Soldier who shall live in Hutts this Winter.

Good encouragement this, and we think ourselves deserving of it, for the hunger, Thirst, Cold & fatigue we have suffer'd this Campaign, altho' we have not fought much, yet the oldest Soldiers among us have called the Campaign a very severe & hard one.

"A Surgeon's Diary of Valley Forge (1777–1778)," Eyewitnesses and Others, Readings in American History, Vol. 1: Beginnings to 1865, (Austin, TX: Holt, Rinehart and Winston, Inc., 1991), pp. 118–122.

Students should answer the following question:

If you had spent the winter at Valley Forge, what five things would you most complain about? Why?

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 3: How did the Revolutionaries design the first American system of government?

Objectives: The student will be able to

1. explain the importance of state constitutions as testing grounds for constitutional design.
2. describe the government set up by the Articles of Confederation.
3. evaluate the successes and failures of the system of government under the Articles of Confederation.
4. interpret primary resources.
5. gather and organize information.

Description of lesson/activity:

1. It is important for students to understand that governance in the American system has always been a partnership between state and federal governments. The balance of power between state and federal government is a continual theme in American history and is stressed in this curriculum. Unfortunately, the importance of state constitutions is all but ignored in resources available for teacher and student use. The American Revolution was not only a period of war–making but as importantly of constitution–making. As pointed out by Donald Lutz in Roots of the Republic (Schechter, 153), "Because every United States citizen has a double citizenship, state constitutions define one–half of every American's citizenship." They were the testing grounds for constitutional design and reflect the full range of republican thinking from the most radical (Pennsylvania's Constitution of 1776) to the most conservative (Massachusetts Constitution of 1780). It is highly recommended that the teacher provide students additional resources and activities on state constitution–making. A list of resources to jumpstart that effort includes:

   - We the people...published by the Center for Civic Education, Calabasas, CA, is a student text available on both middle school and high school levels.
   - Richard B. Bernstein, Are We To Be A Nation?: The Making of the Constitution (Cambridge, MA: Harvard University Press) offers excellent background information for the teacher. This book was nominated for a Pulitzer Prize in 1988.
   - A user–friendly resource for teacher and student is Roots of the Republic, which has been cited in Units III and IV. This publication offers a series of the texts of early state constitutions preceded by brief commentaries written in a style that is easy to understand even by students.

2. Supplemental information found above will aid students in the completion of the accompanying "State Constitutions" Worksheet. Students may work in groups and will need help in locating the answer to question #2. This answer should include the idea that the colonial legislatures, elected by the people, were at odds with the governor, who was appointed by the king. To avoid conflict, weak executives (with limited power and controlled by the legislatures) were created.

3. The teacher should then introduce the Articles of Confederation to students. It would be beneficial for students to have complete copies of the Articles available as a resource.

4. Students should work in groups on the accompanying "Articles of Confederation" Worksheet. They will need the accompanying "Articles of Confederation Resource" to answer #1–3 if they do not have a copy of the full document.

5. Key points for teachers to stress with students about the Articles of Confederation are:

    - The Articles of Confederation was America's first federal constitution. In the eighteenth century, federal and confederal were synonyms.

    - The Articles created a loose league of the states which preserved the sovereignty of the states. It was a compact among the states.

    - Although flawed, the Articles had several positive and lasting provisions (see Richard B. Bernstein's essay IV). The Constitution of 1787 replaced a federal government with a national government, but the outline of the two documents are quite similar.

    - The invention of dual citizenship in the Articles is a fundamental expression of federalism because every American is simultaneously a citizen of the United States and of the state in which she or he resides. This concept will surface in future units.

6. Students should answer questions #4–6 in their groups. When they have finished, they can answer #7 as a group or an individual assignment. Evaluation is left up to the teacher.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 3: How did the Revolutionaries design the first American system of government.

State Constitutions Worksheet

We often forget that during the Revolution (1776–1781) the governing body of the country as a whole was the Second Continental Congress. Members of the Congress were usually selected by the state legislatures. The Congress directed the war effort and ran the affairs of a wartime country. Congressional committees performed the duties normally carried out by the executive branch. At this time when there was no adopted constitutional plan of government, the committees directed affairs for the country.

The states adopted their own constitutions. Most of them set up state governments in similar ways to each other, typically by the state legislature or by special convention. Most of them also had three branches of government (legislative, executive and judicial), although they did not yet have separation of powers as we know it today. As a result, the legislative was the most important branch at that time. An important point to remember is that the states were testing grounds for constitutional design.

Using the resources suggested by your teacher, answer these questions of the similar features of the new state governments. Write the answers in your notes or on a sheet of paper.

1. What do these terms mean?
    a. legislative
    b. executive
    c. judicial
2. Why were the state legislatures very powerful?

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 3: How did the Revolutionaries design the first American system of government.

Articles of Confederation Worksheet

Remember that the term "'articles" means parts or provisions of a document. Answer the following questions using the excerpts of the Articles of Confederation or by using a copy of the full document. The answer can be found in the article listed for each question.

1. Article V
   a. How many delegates to Congress could each state have?
   b. How many votes did each state have?

2. Article VIII
   a. Where would Congress get money to run the country?
   b. How would this be enforced?

3. Article IX
   a. What were the powers of Congress that were limited in this excerpt of Article IX?
   b. What was necessary for Congress to pass legislation?

Use your textbook or other resources including the Articles of Confederation to answer the following questions.

4. Discuss three lasting achievements of the federal government under the Articles.

5. Throughout history, territory was usually added to a nation by conquest and treated as conquered land. Explain how the provisions of both the Land Ordinance of 1785 and the Land Ordinance of 1787 (Northwest Ordinance) together provided the means for territory to be added as equal states to the new nation. Refer to a map showing the Northwest Territory to get a visual image for preparing your answer.

6. Make a list of at least four problems the national government experienced under the Articles. For each tell why the national government had difficulty in conducting business.

7. Using the information gathered through class discussion and research on state constitutions and the Articles of Confederation, evaluate the successes and failures of the system of government under the Articles of Confederation.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 3: How did the Revolutionaries design the first American system of government.

Articles of Confederation Resource

Article V. ...No state shall be represented in Congress by less than two [members], nor by no more than seven members;...

...In determining questions in the United States, in Congress assembled, each state shall have one vote....

Article VIII. ...All charges of war, and all other expenses that shall be incurred for the common defense or general welfare and allowed by the United States in Congress assembled shall be defrayed out of a common treasury, which shall be supplied by the several states,...

...The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several states within the time agreed upon by the United States in Congress assembled....

Article IX. The United States in Congress assembled shall never engage in a war, nor grant letters of marque and reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expenses necessary for the defense and welfare of the United States, or [of] any of them, nor emit bills, nor borrow money on the credit of the United States,...

...unless nine states assent to the same; nor shall a question on any other point, except for adjourning from day to day, be determined unless by the votes of a majority of the United States in Congress assembled....

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 4: In what ways was the United States Constitution of 1787 a document of compromise, balance and flexibility?

Objectives: The students should be able to:

1. explain the reasons why the Constitutional Convention took place.
2. identify important leaders of the Convention.
3. use evidence to show that the Constitution is a document of compromise (representation, slavery).
4. use evidence to show that the Constitution is a document of balance (federalism, separation of powers, checks and balances).
5. use evidence to show that the Constitution is a document of flexibility (adding new states, amendments, necessary–and–proper or elastic clause).
6. read and interpret parts of the Constitution.

Description of lesson/activity:

1. From Question/Problem 2 students will have an understanding of the American Revolution and its impact on different groups of people. That lesson emphasized the social and economic changes brought about by the Revolution. Question/Problem 3 enabled students to investigate the constitutional changes that took place during and after the Revolutionary War, the first American constitutional system (1776–1788). The goal of question/problem 4 is to have students understand the "revolutionary nature" of the Constitution of 1787, the second American constitutional system, and the qualities of the Constitution that have enabled it to endure more than 200 years.

2. Many resources are available to teachers regarding the Constitutional Convention and the Constitution itself. (See the list of books and films at the end of this unit.) In spite of the wealth of information available on this topic, teachers still find the Constitution difficult to teach. These teacher notes are designed to provide a framework for teaching the essential aspects of the Constitution to middle–school students.

3. The concluding activity of Question/Problem 3 provides an introduction to Question/Problem 4 on the Constitution. As students evaluate the Articles of Confederation, they will be assessing the strengths and weaknesses of confederation as a form of government. It was the perceived inability of that government and the states to solve national problems that led to the call for a convention. The teacher should provide background on the Convention and also the framers of the Constitution. Students also need to understand the "revolutionary nature" of the Constitution.

4. The teacher should provide students with the question/problem In what ways was the United States Constitution of 1787 a document of compromise, balance and flexibility? Students will investigate each of the characteristics of compromise, balance, and flexibility in turn.

5. The Constitution as a document of compromise. Without compromise, there never would have been a new constitution for the United States. The framers spent four months debating, arguing, and compromising before adopting the Constitution. Teachers should make sure that students understand that compromise is not a negative form of behavior, but that there can be both negative and positive ways of practicing compromise.

   Key points to stress:

   Representation. The framers instantly agreed that there should be a national government of three branches. They could not initially agree on how the states should be represented in the government. Students could research the Virginia Plan and the New Jersey Plan and debate the merits of each. Students can then explain how the Great Compromise satisfied both small and large states.

   Slavery. Slavery had existed in America from early colonial days. Was slavery consistent with the Declaration of Independence? Was slavery to be continued in the United States? Were slaves to count toward representation in the new government? With an understanding of slavery in the context of the 1700s, students can evaluate the so–called "Three–Fifths Compromise" (Article I, section 2). Students do need to understand that this compromise reduced the number of slaves by three–fifths for certain purposes. It did not make slaves three–fifths of a free person.

6. **The Constitution as a document of balance.** The framers of the Constitution wanted to create a government that would balance the ambitions of its leaders, the interests of geographic sections, and the perspectives of local, state, and national constituencies. Political power in the Constitution is distributed and balanced in a number of ways.

   Key points to stress:

   Federalism. Many Americans feared the very idea of national government, so the framers took care to provide a balance of power between individual states and the new national government. To illustrate the concept of federalism, students could compare the supremacy clause of Article VI with the reserved powers clause in the Tenth Amendment.

   "This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding." (supremacy clause)

   "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." (reserved powers clause)

Separation of Powers. Students can research the powers given to the executive,legislative, and judicial branches of government.

Checks. Students can list powers each branch has to keep the other branches from becoming too powerful. Separation of powers and checks can be listed in a three–by–three table with three columns (one for each branch) and three rows (one for each function of government). The three functions are law making, law implementation, and law adjudication.

Balances. Students can list how Congress and the president incorporate and balance local, state, and national constituencies.

7. The Constitution as a document of flexibility. The framers of the Constitution wanted the government to last a long time. Their experiences with the Articles of Confederation taught them that governments need to adapt in order to survive. This would enable the national government to solve new problems more easily.

Key points to stress:

Admission of new states. The framers provided a means by which the nation could grow democratically over time. Territories acquired by conquest, discovery, or purchase could become free and republican states as soon as the citizens of the territory and the members of Congress approved.

Amendments. The amendment procedure adopted by the framers ensured that the Constitution itself would be flexible and able to change over time. Student could research some of the amendments and explain how they changed the Constitution itself. The key to flexibility in the amendment process was the defeat of the unanimity requirement under the Articles of Confederation.

Necessary–and–Proper Clause. The framers knew that the government they created would not provide a remedy for all future problems of the nation. The necessary–and–proper clause (sometimes referred to as the elastic clause) gives Congress the power to "make all Laws which shall be necessary and proper" for the nation. Students can explain how this provides flexibility and explore some of the controversial issues regarding the federal use of this clause. The first controversial use of this clause was the National Bank; many others followed.

The crux of the necessary–and–proper clause is not elasticity, but a means–ends relationship in which the enumerated powers are ends. A list of means would have been too cumbersome. The question was not how can Congress get away with stretching the Constitution, but whether Congress can justify a desired law as a means necessary and proper to the accomplishment of one or more enumerated ends. This is the point that should be communicated. Students could hunt through Article 1, Section 8 for ends to justify the Bank. If students cannot understand exactly what makes the amendment process and the necessary– and–proper clause so "flexible," then they will fail to grasp the idea of flexibility.

8. There are many other significant topics related to the Constitution that are not mentioned above. The electoral college and how a bill becomes a law are examples. The teacher should feel free to supplement this unit with topics of interest. It is hoped that the above information will provide a framework for middle school students to learn the most essential aspects of the Constitution of the United States. As a concluding activity teachers should ask the original question/problem and have students give one example of each characteristic of compromise, balance, and flexibility.

Resources:

Perhaps the greatest commemoration and legacy of the bicentennial of the United States Constitution was the wealth of teaching resources developed prior to and during the five–year celebration. Materials were created by teachers, institutions, commissions, commercial enterprises, etc. This is a recommended list of materials used by the authors of this curriculum.

BOOKS

Bailyn, Bernard, editor. *The Debate on the Constitution, Parts I and II.* New York: Literary Classics of the United States, 1993. The most complete and recent collection of documents on the ratification debates.

Bernstein, Richard B., with Kym S. Rice. *Are We To Be A Nation?: The Making of the Constitution.* Cambridge, MA: Harvard University Press, 1987. Nominated for a Pulitzer Prize in 1988, this is a must for any teacher of the period.

Meltzer, Milton, editor. *The American Revolutionaries: A History in Their Own Words 1750– 1800.* New York: Crowell, 1987. For young adults.

Schechter, Stephen L., editor. *Roots of the Republic.* Madison, WI: Madison House, 1990. A unique collection of American founding documents containing the original text of the documents with teacher–friendly annotations and commentaries.

Wood, Gordon S. *The Radicalism of the American Revolution.* New York: Vintage, 1993. Landmark study that shows the Revolution as more than a political break from England.

FILMS

An Empire of Reason. Produced by the New York State Bicentennial Commission and the New York State Bar Association, 1987. Aired nationally on public television, this informative yet entertaining film on the New York ratification debates convincingly portrays the ratification process as if it were a debate cast in today's television format. Shown periodically on PBS and available for purchase from commercial vendors.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 5: How was the Constitution written and adopted?

Objectives: The students will be able to:

1. trace the drafting and ratification process of the United States Constitution.
2. defend a Federalist or Antifederalist view of the ratification debates.
3. explain why the Bill or Rights was added to the Constitution.
4. gather and organize information.
5. defend a point of view.
6. interpret and reword the Bill of Rights.

Description of lesson/activity:

1. To take effect, the Constitution needed to be ratified by popularly elected conventions in nine of the thirteen states as specified by Article VII. At the beginning of this lesson, students should know that: the Constitution was drafted, not adopted, in Philadelphia; a two–step process (drafting then ratification) was required to adopt the Constitution (i.e., bring it into effect); and the process of ratification was set out in Article VII of the Constitution. Beyond this background students also need to know the following points.

   Key points of ratification to stress with students:

   - The ratification process was a political process with a principled reason and a practical reason for everything. Federalists and Antifederalists were skilled politicians as well as statesmen.
   - The ratification was the second step of a two–step process. It was important to have two steps for good reasons and practical reasons:
   - According to republican principles, public decisions should be based on reason and reflection. (See the very first paragraph of The Federalist.) The ratification process would allow time for both. It would also involve more people. There were only fifty–five framers, but nearly 2,000 were involved in the ratification debate.
   - Federalists realized that they would need to involve the people and bypass Antifederalists who controlled many state legislatures if their Constitution was to survive.
   - Antifederalists also favored having a ratification process because they felt they were "closer" to the people and could persuade the people to vote against the Constitution.

- This was the first and, with one exception, the last time that the American people have had the opportunity to elect representatives for the purpose of deciding a specific constitutional question. The only other instance was ratification of the Twenty-First Amendment on whether to repeal the Prohibition Amendment.

- The ratification process had three political stages:

  1) Campaign politics in which Federalist and Antifederalist candidates debated and campaigned against one another. (It was during this stage that Alexander Hamilton persuaded James Madison and John Jay to co-author The Federalist papers to convince the voters of New York to elect Federalist candidates to the state ratifying convention.) Today, we teach students that The Federalist papers are the most authoritative statement on the intent of the Framers, but it is also important to teach our students that this document was political campaign rhetoric at its best.

  2) Election politics in which eligible voters decided who to elect to their state ratifying convention. Urban vs. rural, farmer vs. merchant, radical vs. conservative, east vs. west, all figured into the final election results.

  3) Convention politics in which smaller groups of elected representatives decided whether their state should ratify the Constitution. In this stage, elected delegates could begin to negotiate with one another behind closed doors yet in calmer surroundings.

- The substance of the campaign debate is very important. Students should know what the Antifederalists wanted (i.e., a loose federation of small republics with all of the values of small republic life). They need to understand that Antifederalists were for something as well as opposed to the Constitution as written. When Antifederalists realized they were fighting a losing battle, they concentrated on approving the Constitution with recommended amendments. And many of their recommended amendments served as the basis for our Bill of Rights.

- The result of the ratification debate was the approval of the Constitution and the drafting by the First Federal Congress of the Bill of Rights. Students should understand that something came out of all the talk on ratification. One of the reasons why we have a Constitution that has endured for over 200 years is that the winners listened, everyone was heard, and something was done about the Antifederalists' concerns.

2. Have students in groups make a timeline poster that gives a visual image to a long and deliberate process to adopt a new Constitution. Have students look for the dates of key constitutional events starting with the call for the Annapolis convention by the Virginia legislature on January 21, 1786, through the ratification of the Bill of Rights by Virginia on December 15, 1791. The teacher can decide on specific events or give students guidelines for choosing events. Patriotic symbols designed by students can flag key events (e.g., a quill pen for the start and end of the Constitutional Convention; a flag with thirteen stars for the last state to ratify). Groups should prepare notes as to why the key events on the poster deserve special flagging. Hang posters in classroom.

3. Have students walk around to view the posters and engage in informal discussion about the differences they see. In a large group, elected representatives of each small group can explain/defend why certain events were flagged. After studying ratification, students should come back to the timelines and discuss the importance of taking time to make important decisions in a deliberate manner.

4. Assign each group to prepare for a Federalist or Antifederalist position on one issue of the ratification debates. After each of the groups has presented arguments, have the entire class vote on whether to ratify the Constitution. Here are some of the issues that were important in the debate of 1787–88:

   - Should the Constitution have a Bill of Rights?
   - Should there be federal judges?
   - Should Congress have the power to tax?
   - Should members of Congress represent the average person or the best and brightest?

5. This activity will engage students in the amendment process. Students should have a copy of the Bill of Rights, preferably one on which they can write. In small groups they should read and discuss each of the amendments, using interpretations and text found in their textbooks and other sources the teacher may have. They should rewrite each amendment in plain English to aid understanding. Limit discussion according to time available.

6. Each group should then make a list of up to three changes they feel should be made in the Bill of Rights. They should present a short written defense of their choices.

7. To advise students on this Bill of Rights activity, the teacher should understand several basic points:

   - The rights in our United States Bill of Rights are not "substantive rights" (like affordable housing, a meaningful job, or a good education). Rather they are "process rights" designed to provide every person with the opportunity to the pursuit of happiness without undue governmental interference.
   - The Fourteenth Amendment incorporates most of the Bill of Rights as a protection against state and local government action.
   - The U.S. Supreme Court has already expanded the original Bill of Rights by judicial review. (For example, the right to counsel now includes the right to be provided a public defender if the accused cannot afford his/her own lawyer.)

- History lives. In the 1990s, a college student in Texas who also worked for the Texas State Legislature organized a movement that persuaded the necessary number of states to ratify an amendment still pending before the states. That amendment was one of two in the proposed Bill of Rights that the states had never ratified. It requires two successive Congresses to authorize an increase in compensation to members of Congress, and it is now the Twenty–Seventh Amendment of the Constitution because one student dared to do it.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 6: How did challenges to the government lead to broadened interpretations of the Constitution?

Objectives: The students will be able to:

1. identify challenges to the government of the young nation.
2. explain how these challenges were resolved.
3. describe how the challenges led to broadened interpretations of the Constitution.
4. gather information from texts and other resources.
5. use critical thinking to solve a problem.

Description of lesson/activity:

1. In Question/Problem 4 students learned about the structure of the government created by the Constitution. In this lesson, students will identify challenges facing the new government and explain how new interpretations of the Constitution helped to resolve the problems.

2. The teacher should introduce the lesson by describing the historical context of the period. For instance, the United States was still a young nation. It had a new government and some Americans still opposed it. It was unclear what would happen.

3. The teacher should distribute the accompanying "Challenges to the Government: Student Worksheet." On the Worksheet five problems facing the nation are described. Students, as individuals or in groups, should gather information from the textbooks and other resources on the problems. They are asked to explain how the challenges were resolved and how interpretations of the Constitution were broadened. See the accompanying "Teacher Guide" for suggested answers. Teachers may wish to assess the research and critical thinking skills of the students.

4. As a concluding activity for this lesson, the teacher should hold a discussion on the durability of the Constitution. The focus should be on the five events from the "Challenges to Government" Worksheet, but discussion of current issues involving interpretation of the Constitution would also be enlightening.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 6: How did challenges to the government lead to broadened interpretations of the Constitution?

Challenges to the Government: Student Worksheet

What were the challenges to the Government?	How were these challenges resolved?	In what ways were the interpretations of the Constitution broadened?
1789: Many people feared the newly created government would be too powerful. Some argued that protection of the rights of individuals should be included in the Constitution. (See index: Bill of Rights)		
1791: The nation faced financial problems after the Revolutionary War. Alexander Hamilton proposed a national bank to hold the nation's reserves, but Thomas Jefferson and others criticized it as unconstitutional. (See index: Bank of the United States)		

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1790's: Federalists supported a broad reading of the Constitution, expansive executive powers and a neutral or pro–British Foreign policy. Republicans supported a narrow reading of the Constitution, limited executive powers, and a pro–French policy. These two evolving parties faced each other in the presidential elections of 1796 and 1800. (See index: Political Parities)		
1798: Disputes with France threatened to plunge the United States into war with its former aily. John Adams signed the Sedition Act that made it illegal to criticize the government. (See index: Alien and Sedition Acts)		
1803: In 1801 in his last weeks in office, President Adams appointed Federalists to many new Federal judgeships. President Jefferson and Secretary of States James Madison refused to deliver one Commission, and he sued Madison in the Supreme Court. (See index: Marbury v. Madison).		

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Unit IV: What was the American Revolution? 1760–1836

Question/Problem 6: How did challenges to the government lead to broadened interpretations of the Constitution?

Challenges to the Government: Teacher Guide

What were the challenges to the Government?	How were these challenges resolved?	In what ways were the interpretations of the Constitution broadened?
1789: Many people feared the newly created government would be too powerful. Some argued hat protection of the rights of individuals should be included in the Constitution. (See index: Bill of Rights)	The Bill of Rights, the first ten amendments to the Constitution, were adopted in 1791. They protect individual and state's rights.	This showed that the Constitution was flexible. Through amendments, it could change over time.
1791: The nation faced financial problems after the Revolutionary War. Alexander Hamilton proposed a national bank to hold the nation's reserves, but Thomas Jefferson and others criticized it as unconstitutional. (See index: Bank of the United States)	Hamilton argued that Congress could make all alws "necessary and proper" and the bank fit the criteria. President Washington agreed and signed the bill.	This certainly broadened the powers of Congress to make laws.

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Constitution, expansive executive powers and a neutral or pro–British Foreign policy. Republicans supported a narrow reading of the Constitution, limited executive powers, and a pro–French policy. These two evolving parties faced each other in the presidential elections of 1796 and 1800. (See index: Political Parities)	The Federalists (John Adams) won in 1796. In 1800, however, Republican Thomas Jefferson won the election. The "Revolution of 1800" showed a new political party could take power without much disruption to the country.	Although political parties were not mentioned in the Constitution, the election of 1800 showed that the government created by the Constitution could withstand diverse opinions.
1798: Disputes with France threatened to plunge the United States into war with its former ally. John Adams signed the Sedition Act that made it illegal to criticize the government. (See index: Alien and Sedition Acts)	People claimed the law violated First Amendment freedom of speech and the press. Congress allowed the Sedition Act to expire and President Thomas Jefferson pardoned anyone convicted under it.	The issue focused national attention on the Bill of Rights and the Constitution. Although the courts did not strike down the law, the popular defense of individual rights grew (i.e., Virginia Resolution).
1803: In 1801 in his last weeks in office, President Adams appointed Federalists to many new Federal judgeships. President Jefferson and Secretary of States James Madison refused to deliver one Commission, and he sued Madison in the Supreme Court. (See index: Marbury v. Madison).	Chief Justice John Marshall held in Marbury vs. Madison that Marbury had based his suit on an unconstitutional Section of 1789 Judiciary Act. Marshall held the statute unconstitutional and dismissed the suit.	The concept of judicial review became a precedent whereby the Supreme Court could overturn acts of Congress. This greatly increased the power of the Supreme Court.

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Unit IV: What was the American Revolution? 1760–1836

Question/Problem 7: Did the new nation meet the goals stated in the Declaration of Independence?

Objectives: The students should be able to:

1. use knowledge of the Constitution and the new nation to assess the success of meeting the goals stated in the Declaration of Independence.
2. read a primary resource and underline main ideas.
3. gather evidence and write an essay describing the extent to which the goals of the Declaration of Independence were met.

Description of lesson/activity:

1. As a concluding activity for Unit 4, students will assess the successes and failures of the nation in meeting the goals stated in the Declaration of Independence. The basis of their critique will be the words of the Revolutionaries as found in the Declaration of Independence.
2. The teacher should distribute the accompanying "Did the new nation meet the goals of the Declaration of Independence? Student Worksheet." Working in groups, students should discuss what the main ideas of the passage are. When they agree on a main idea, they should underline it. A class discussion of main ideas may help complete Part A.
3. Students should also discuss possible answers to Part B in groups. See the accompanying "Did the new nation meet the goals of the Declaration of Independence? Suggested Answers." Teachers should not provide the answers for students, but instead remind them to review Question/Problems 1–6.
4. Read the essay assignment (Part C) to the students and ensure that they understand the question. Also provide them with the accompanying "Did the new nation meet the goals of the Declaration of Independence: Assessment Criteria." Teachers should evaluate each student's work individually using these criteria

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 7: Did the new nation meet the goals stated in the Declaration of Independence?

Goals of the Declaration of Independence Student Worksheet

Directions for Part A: Read the following excerpt from the Declaration of Independence. Think about what the authors hoped to achieve in the American Revolution. Underline their goals.

> *—We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.*

Directions for Part B: Using your knowledge of Question/Problems 1–6, especially the Constitution and the early American nation, list three or more ways in which the goals of the authors were met (successes) and three or more ways in which the goals were not met (failures).

Successes

1.

2.

3.

4.

Failures

1.

2.

3.

4.

Directions for Part C: Write an essay in which you describe the ways in which the goals of the authors of the Declaration of Independence were and were not met between 1787 and 1810. Use three examples of each.

Unit IV: What was the American Revolution? 1760–1836

Question/Problem 7: Did the new nation meet the goals stated in the Declaration of Independence?

Goals of the Declaration of Independence Suggested Answers

Directions for Part A: Read the following excerpt from the Declaration of Independence. Think about what the authors hoped to achieve in the American Revolution. Underline their goals.

> *—We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.*

Directions for Part B: Using your knowledge of Question/Problems 1–6, especially the Constitution and the early American nation, list three or more ways in which the goals of the authors were met (successes) and three or more ways in which the goals were not met (failures).

Successes

1. "abolished" British rule of the colonies.
2. "instituted" a new government under the Constitution.
3. Bill of Rights protected individual rights.
4. increased liberty and happiness for most Americans.

Failures

1. slavery seemed to contradict "all men are created equal."
2. Revolutionaries exiled tens of thousands of Loyalists for remaining loyal to Great Britain.
3. "traditional women's role" was not part of the Revolution.
4. "consent of the governed" was limited, predominantly to white males with property.

Directions for Part C: Write an essay in which you describe the ways in which the goals of the authors of the Declaration of Independence were and were not met between 1787 and 1810. Use three examples of each.

Unit IV: Did the new nation meet the goals stated in the Declaration of Independence?

Question/Problem 7: Was the American Revolution successful?

Goals of the Declaration of Independence: Assessment Criteria

Arguments: Three accurate examples are given to show that the goals were met.	Three strong, thoughtful, and insightful arguments.	3____
	Two accurate arguments.	2____
	At least one accurate argument.	1____
Arguments: Three accurate examples are given to show that the goals were not met.	Three strong, thoughtful, and insightful arguments.	3____
	Two accurate arguments.	2____
	At least one accurate argument.	1____
Information: Facts, details, and examples are used to support argument.	Variety of accurate facts, details, and examples.	5____
	Sufficient amount of supporting information.	4____
	Small amount of supporting information.	3____
	Mix of accurate and inaccurate information included.	2____
	No supporting information.	1____
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay had definite beginning, middle and end.	4____
	Essay is generally organized.	3____
	There is an attempt to organize essay.	2____
	No organization, lacking proper structure.	1____
Writing style: Essay is readable with varied sentence structure.	Clear and readable style.	2____
	Some parts of essay are not clear.	1____
Grammar, mechanics, spelling: Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2____
	Some weaknesses and errors	1____

18-17 = Excellent
16-15 = Good
14-13 = Satisfactory
12-10 = Needs Improvement
9- 6 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit V: The Ambiguous Democracy in America: 1800–1848

Content and Understandings:

1. The role of the United States in the world changed between the Treaty of Paris in 1783 and the Monroe Doctrine in 1823.
2. Individuals and states challenged the power of the federal government in the young nation.
3. Americans made important advances in technology and transportation during this period.
4. There were geographic, economic, political, and social differences between the North, South, and West that gave rise to sectionalism.
5. During Andrew Jackson's presidency, democracy was expanded in some ways and limited in others.
6. The United States grew between 1800 and 1853, adding many new territories.
7. A distinctive American culture developed in the period between 1800 and 1848.
8. Some people tried to improve the lives of Americans through reform movements.
9. The United States was an ambiguous democracy.

Teacher's Rationale:

The period between 1800 and 1848 was important to the political development of the United States. The founding fathers had set the foundation for democracy in the Constitution, yet it was unclear how the young nation would solve its many problems at home and abroad. In the early 1800s the nation struggled to put democracy into practice as different sections of the country developed in different ways. More Americans participated in government during this period than earlier periods, but groups such as Indians, slaves, and women were denied political power.

"Ambiguous democracy" refers not to the many interpretations of democracy during this time, but rather to this inconsistency.

In this unit, students will come to appreciate the challenges the United States faced in the early 1800s in achieving democracy. Themes introduced in Unit V such as states' rights, sectionalism, and reform will reappear in later seventh and eighth grade units.

Table of Content:

- Question/Problem 1: How did the role of the United States in the world change between 1783 and 1823?
- Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?
- Question/Problem 3: In what ways were the North, South, and West different in the early 1800s?
- Question/Problem 4: Did Andrew Jackson's expansion of presidential power benefit or harm the American people?
- Question/Problem 5: When, why and how were new territories added to the United States between 1800 and 1853?
- Question/Problem 6: What were the goals and outcomes of the reform movements that took place between 1800 and 1848?
- Question/Problem 7: Was the United States a true democracy between 1800 and 1848?

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 1: How did the role of the United States in the world change between 1783 and 1823?

Objectives: The student will be able to

1. describe a series of events that reflect United States foreign policy between 1783 and 1823.
2. describe the relationships between the United States and other countries between 1783 and 1823.
3. show how the role of the United States in the world changed between 1783 and 1823.
4. gather information from the textbook and other resources.
5. record information in an organized way.
6. write an essay to demonstrate understanding.

Description of lesson/activity:

1. The students will have a good understanding of the Constitution and the early problems facing the new government from Unit IV. The teacher should review the outcome of the American Revolution, especially concerning the Treaty of Paris. The Treaty of Paris is the first foreign policy action in which the United States is recognized as an independent nation.
2. The teacher may want to set the stage by briefly having the students describe the relationship of the United States with other countries in the world today. The focus of the activity is to view the changing role of the United States in its dealings with other countries.
3. Students will be presented the following question/problem: "Describe the relationship of the United States with other countries from the Treaty of Paris (1783) to the Monroe Doctrine (1823)." The teacher should make sure the students understand the scope of the research task.
4. Distribute the student worksheet "United States Foreign Policy." The worksheet contains 15 foreign policy events between 1783 and 1823. The teacher should feel free to add or subtract from this list depending on the resources and time available. Emphasis should be placed on events that show the change in the role of United States.
5. Students will complete the activity by describing the event itself and, more importantly, by describing the relationship between the United States and other countries. The relationship may not be stated directly in the resources; students will need to interpret the relationship on their own or with the teacher's assistance.

6. Students may work as individuals or in groups. The research may be done in class or assigned as homework. Most textbooks describe these events in detail. Additional texts or primary–resource material should be supplied by the teacher as needed. Examples of primary resources included are the Neutrality Proclamation and the Embargo Act.

7. Evaluation of the research is up to the teacher. An example of what teachers should expect is shown below.

Rush–Bagot Agreement (1818)	an agreement with Great Britain after the War of 1812 that banned warships from either country on the Great Lakes; the border between the U.S. and Canada was to be fortified forever	showed mutual respect between the United States and Great Britain

8. The teacher may want to make sure that students have accurate descriptions of the relationship between the United States and other countries in each event. Do not draw conclusions about the change in relationships at this point. Students will be asked to do this on their own.

9. As a concluding activity, students will be asked to write an essay describing how the role of the United States changed between 1783 and 1823. Distribute the student worksheet "United States Foreign Relations." Directions are provided on the worksheet. Teachers should encourage students to organize their thoughts on the worksheet prior to writing the essay. Evaluation of the essay is up to the teacher. As an alternative, students could draw political cartoons rather than write an essay, but they would need to write a sentence describing the change in the role of the United States between the two events.

10. At some point in this activity the teacher may want to focus on the contributions of Hispanic culture to early America. The Monroe Doctrine in particular reflects American recognition of Spanish cultures south of the United States.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 1: How did the role of the United States in the world change between 1783 and 1823?

United States Foreign Policy Worksheet

Directions: Describe the relationship between the United States and other countries by completing the chart shown below. The first column has been filled in with the specific foreign policy actions to be examined. Remember to use phrases and not complete sentences as you record the information.

UNITED STATES FOREIGN POLICY 1783–1823

Event	Description of Event	Description of Relationship
1. Treaty of Paris (1783)		
2. Neutrality Proclamation (1793)		
3. Jay Treaty (1794)		
4. Washington's Farewell Address (1796)		
5. XYZ Affair (1798)		
6. Alien and Sedition Acts (1798)		

7. Barbary Pirates		
8. Louisiana Purchase (1803)		
9. Impressment		
10. Embargo Act (1807)		
11. Non–Intercourse Act (1809)		
12. War of 1812		
13. Treaty of Ghent (1814)		
14. Rush–Bagot Agreement (1818)		
15. Monroe Doctrine (1823)		

Question/Problem 1: How did the role of the United States in the world change between 1783 and 1823?

United States Foreign Relations Worksheet

Directions: The role of the United States in the world changed between 1783 and 1823. Choose two events to illustrate this change. Describe the events, the relationships they show with other nations, and the change in the role of the United States they reflect. Write an essay that answers this problem. Your essay will be evaluated based on the strength of your argument and the quality of your writing.

Event 1

Relationship 1

Event 2

Relationship 2

Change in the United States Role

Unit V: The Ambiguous Democracy in America: 1800-1848

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Objectives: The student will be able to

1. describe a series of challenges to the authority of the federal government and their outcomes.

2. evaluate the effect of the challenges to the authority of the federal government.

3. gather information using primary resources.

4. write a summary to demonstrate his/her understanding of the relationship between state and federal power.

Description of lesson/activity:

1. The students have completed an activity which focused on the foreign challenges to the new nation. This question/problem focuses on the challenges to the federal government at home. Students should understand that the federal government did not have the central place in public life that it has today.

2. Five challenges to the authority of the federal government are presented through a series of primary resources. Background is provided to place each challenge in an historical context.

3. Students are required to analyze the excerpts and answer questions which deal with the reasons for the conflict, the way in which the government was challenged, and the view of government taken by the participants. Teachers should divide the class into groups and distribute one "Student Resource–Challenges to the Federal Government" to each group.

4. Within the group, students should be encouraged to paraphrase the resource to ensure understanding. Teachers may need to provide some assistance with interpreting the primary resources.

5. After each group has completed the worksheet, the teacher should organize a procedure for whole class sharing of the challenges. A suggested organization is provided for students to record information for each of the challenges. A completed worksheet is provided for teachers. It is not necessary for each student to research each challenge but at this point all students should have all of the information in order to complete the concluding activity.

6. The teacher should distribute the student worksheet for the final activity. It requires the student to draw conclusions about the effect of the challenges on the power of the federal government. Students are asked to present their opinions and explain their reasoning in an organized piece of expository writing. Evaluation of the writing is left up to the teacher. Students should be evaluated on the quality of their reasoning as well as the elements of writing.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Student Resource A: Challenges to the Federal Government

Background

Alexander Hamilton, Secretary of the Treasury under President George Washington, wanted to create a national bank. The bank would be controlled jointly by the federal government and individuals. The bank would hold the government's money and also provide the paper currency for the United States. The bank would earn interest on money collected and loaned to individuals and states. Some people protested that this bank would favor rich businessmen in the Northeast. Others did not feel that the government should have the power to create such a bank. Still other Americans did support the bank. In spite of these protests the Bank of the United States was approved by Congress in 1791. Secretary of State Thomas Jefferson wrote a formal opinion to President Washington expressing his view of the national bank. The following is an excerpt from that letter.

Thomas Jefferson's View of the National Bank

I consider the foundation of the Constitution as laid on this ground—that all powers not delegated to the United States, by the Constitution, nor prohibited by it to the states, are reserved to the states, or to the people (Tenth Amendment). To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power, no longer susceptible of any definition.

The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United States by the Constitution.

Henry Steele Commager, Documents of American History (New York: Meredith Press, 1968), p. 159.

Directions: Using all the information shown above answer questions 1–4.

1. What were the reasons for the conflict?
2. How did Thomas Jefferson challenge the power of the federal government?
3. What specific power of the federal government did he challenge?
4. What is Thomas Jefferson's view of the power of the federal government in this conflict?

Use your textbook or other resources to answer the following question.

5. What was the outcome of Jefferson's challenge?

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Student Resource B: Challenges to the Federal Government

Background

The federal government began to tax whiskey in 1791. Many protested the tax, especially farmers in western Pennsylvania. These farmers profited from making whiskey out of grain. This tax hurt them directly and they did not pay it. Some farmers used violence against the tax collectors and local police. The federal government was forced to respond.

George Washington's Response to the Whiskey Rebellion

[B]y a law of the United States entitled 'An act to provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions,' it is enacted 'that whenever the laws of the United States shall be opposed or the execution thereof obstructed in any State by combinations too powerful to be suppressed by the ordinary course of judicial proceedings...it shall be lawful for the President of the United States to call forth the militia of such State to suppress such combinations and to cause the laws to be duly executed. And if the militia of the State where such combinations may happen shall refuse or be insufficient to suppress the same, it shall be lawful for the President, if the Legislature of the United States shall not be in session, to call forth and employ such numbers of the militia of any other State or States most convenient thereto as may be necessary;...'

Henry Steele Commager, Documents of American History, p. 164.

Directions: Using all the information shown above answer questions 1–4.

1. What were the reasons for the conflict?
2. How did the farmers of western Pennsylvania challenge the power of the federal government?
3. What specific power of the federal government did the farmers of Pennsylvania challenge?
4. What is George Washington's view of the power of the federal government in this conflict?

Use your textbook or other resources to answer the following question.

5. What action did Washington take regarding this challenge?

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Student Resource C: Challenges to the Federal Government

Background

As a young nation, the United States feared being drawn into wars between Great Britain and France. In 1798, after a diplomatic incident in which French officials insulted the American officials by demanding a bribe, Congress enacted, and President John Adams signed into law, the Alien and Sedition Acts, which were to stay in effect until 1801. The Alien Act controlled immigration from Europe and made it harder for an immigrant to become an American citizen. The Sedition Act made it illegal for anyone to say, write, or publish criticism of the government or of the President. People who violated the Alien Act would be thrown out of the country; people who violated the Sedition Act would be fined and jailed. Virginia and Kentucky denounced the Alien and Sedition Acts as unconstitutional, but the other state governments refused to listen. James Madison wrote the Virginia Resolutions, Thomas Jefferson wrote the Kentucky Resolutions.

Virginia's Response to the Alien and Sedition Acts

That the General Assembly doth particularly PROTEST against the palpable and alarming infractions of the Constitution in the two late cases of the 'Alien and Sedition Acts,' passed at the last session of Congress; the first of which exercises a power nowhere delegated to the Federal Government, and which, by uniting legislative and judicial powers to those of [the] executive, subverts the general principles of free government, as well as the particular organization and positive provisions of the Federal Constitution: and the other of which acts exercises, in like manner, a power not delegated by the Constitution, but, on the contrary, expressly and positively forbidden by one of the amendments thereto, —a power which, more than any other, ought to produce universal alarm, because it is levelled against the right of freely examining public characters and measures, and of free communication among the people thereon, which has ever been justly deemed the only effectual guardian of every other right.

Henry Steele Commager, Documents of American History, p. 182.

Directions: Using all the information shown above answer questions 1–4.

1. What were the reasons for the conflict?

2. How did the state of Virginia challenge the power of the federal government?

3. What specific power of the federal government did the state of Virginia challenge?

4. What is the state of Virginia's view of the power of the federal government in this conflict?

Use your textbook or other resources to answer the following question.

5. What was the outcome of this challenge?

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Student Resource D: Challenges to the Federal Government

Background

In 1812 the United States was again at war with Great Britain. Many Americans opposed the war, especially those in New England whose livelihood depended on trade. As the war went on, protestors became more vocal and criticism of the government's handling of the war increased. Representatives from five New England states met in December, 1814 in Hartford, Connecticut. While some members of the Convention suggested that New England secede, others suggested that changes be made to the Constitution. The following are some of the resolutions approved at the Convention.

Resolutions Approved at the Hartford Convention

That it be and hereby is recommended to the said Legislatures, to authorize an immediate and earnest application to be made to the government of the United States, requesting their consent to some arrangement, whereby the said states may, separately or in concert, be empowered to assume upon themselves the defense of their territory against the enemy; and a reasonable portion of the taxes, collected within said States, may be paid into the respective treasuries thereof, and appropriated to the payment of the balance due said states, and to the future defense of the same. The amount so paid into the said treasuries to be credited, and the disbursements made as aforesaid to be charged to the United States....

No new state shall be admitted into the Union by Congress, in virtue of the power granted by the constitution, without the concurrence of two thirds of both houses....

Congress shall not make or declare war, or authorize acts of hostility against any foreign nation, without the concurrence of two thirds of both houses, except such acts of hostility be in defense of the territories of the United States when actually invaded....

The same person shall not be elected president of the United States a second time; nor shall the president be elected from the same state two terms in succession....

Henry Steele Commager, Documents of American History, pp. 210–211.

Directions: Using all the information shown above answer questions 1–4.

1. What were the reasons for the conflict?

2. How did the representatives at the Hartford Convention challenge the power of the federal government?

3. What specific powers of the federal government did the representatives at the Hartford Convention challenge?

4. How did the representatives at the Hartford Convention view the power of the federal government in this conflict?

Use your textbook or other resources to answer the following question.

5. What was the outcome of the challenges made at the Hartford Convention?

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Student Resource E: Challenges to the Federal Government

Background

The idea of a national bank had been very controversial from its beginning in 1791. In fact, in 1811 Congress failed to renew the charter for the bank. In 1816 a second bank of the United States was approved with another twenty–year charter. Criticism of the constitutionality of the bank continued. The state of Maryland brought the issue to the Supreme Court by attempting to collect fees from one of the national bank's branches. In McCulloch v. Maryland (1819), Chief Justice John Marshall delivered the Court's opinion on state v. federal power and the constitutionality of the bank as an exercise of the "necessary and proper" clause of the Constitution.

McCulloch v. Maryland: John Marshall's Opinion

If any one proposition could command the universal assent of mankind, we might expect it would be this: that the government of the Union, though limited in its powers, is supreme within its sphere of action. This would seem to result necessarily from its nature. It is the government of all; its powers are delegated by all; it represents all, and acts for all. Though any one State may be willing to control its operations, no State is willing to allow others to control them. The nation, on those subjects on which it can act, must necessarily bind its component parts. But this question is not left to mere reason: the people have, in express terms, decided it, by saying, 'this constitution, and the laws of the United States, which shall be made in pursuance thereof,' 'shall be the supreme law of the land, 'and by requiring that the members of the State legislatures, and the officers of the executive and judicial departments of the States, shall take the oath of fidelity to it.

The government of the United States, then, though limited in its powers, is supreme [in its sphere]; and its laws, when made in pursuance of the constitution, form the supreme law of the land, 'anything in the constitution or laws of any State, to the contrary, notwithstanding.'...

After the most deliberate consideration, it is the unanimous and decided opinion of this court, that the act to incorporate the Bank of the United States is a law made in pursuance of the constitution, and is a part of the supreme law of the land....

Henry Steele Commager, Documents of American History; pp. 214, 218.

Directions: Using all the information shown above answer questions 1–4.

1. What were the reasons for the conflict?

2. How did the state of Maryland challenge the power of the federal government?

3. What specific power of the federal government did the state of Maryland challenge?

4. How did John Marshall view the power of the federal government in this conflict?

Use your textbook or other resources to answer the following question.

5. What was the outcome of the state of Maryland's challenge?

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Challenges to the Federal Government: Student Worksheet

Challenges to the Powers of Federal Government

Resource	Specific Power of Federal Government that was Challenged	Outcome of Challenge
A		
B		
C		
D		
E		

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Challenges to the Federal Government: Suggested Answers

Challenges to the Powers of Federal Government

Resource	Specific Power of Federal Government that was Challenged	Outcome of Challenge
A	the power of Congress to creat a national bank	Bank of United States was approved
B	the power of the national government to tax	Washington ended the rebellion by leading the militia to Pennsylvania
C	the power to control immigration and control what people say about the government	The Alien and Sedition Acts were allowed to expire by a newly eclected Congress. Thomas Jefferson pardoned all convicted under the law.
D	powers to declare war and admit states, power of the president to serve more than one term	New England states consider secession; suggest changes in Constitution which are submerged by the news of Andrew Jackson's victory at the Battle of New Orleans.
E	the power of Congress to create a national bank	Supreme Court rules that creation of the bank is constitutional under "necessary and proper" clause

Question/Problem 2: How did individuals and states challenge the power of the federal government in the young nation?

Challenges to the Federal Government: Concluding Activity

Directions: Examine the information collected on the challenges to the federal government. Look at each of the five outcomes listed.Write a paragraph describing whether the federal government gained power, maintained power, or lost power in each case. Give specific reasons to explain your opinion.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 3: In what ways were the North, South, and West different in the early 1800s?

Objectives: The student will be able to

1. identify important advances in technology and transportation during this period.
2. describe the geographic, economic, political, and social features of the North, South, and West.
3. recognize the differences among the sections of the nation.
4. demonstrate an understanding of sectionalism.
5. gather information from the textbook and other resources.
6. record information in an organized way.
7. write a letter to a congressman of the early 1800s to demonstrate understanding.

Description of lesson/activity:

1. Up to this point in the unit, students have concentrated on the federal government. This question/problem examines the different sections of the nation in the early 1800s.
2. The teacher should structure an activity to examine the new technology and developments in transportation during this period. Three early examples might be: Slater's spinning mill in Pawtucket, RI, in 1790 (the first modern factory in America); Eli Whitney's invention of the cotton gin in 1793; and the development of the steamboat in the early 1800s.
3. In order to understand the differences between the sections of the nation, students must first understand the features of each section. Students will research the features using textbooks and other available resources.
4. Distribute three copies of the student worksheet "Features of the Young Nation." Explain to students the possible subtopics within each major category. Suggestions include:

   Geography: soil, natural resources, rivers (for navigation, sources of water power), mountains, harbors, climate
   Economy: farming, industry, labor, trade
   Politics: voting, power, role of government, issues
   Society: urban/rural, rich/poor, role of women, education
   Technology: one invention that helped one industry

5. Students may work as individuals or in groups to complete the activity . Evaluation of the research is up to the teacher.

6. Students will then examine differences between the North, South and West based on their research. "Differences within the Young Nation: Student Worksheet" has been provided for this activity. Students may work in small groups or as a class to brainstorm and list these differences.

7. The teacher should summarize this activity with a discussion of sectionalism and its importance in the development of the United States in the 1800s.

8. As a concluding activity, students will demonstrate their understanding of the differences between the sections of the nation by writing a letter to a congressman of the early 1800s. A worksheet entitled "Differences within the Young Nation: Concluding Activity" provides four hypothetical situations. Teachers may create additional situations if they wish. Students should react to the situations as a Northerner, Southerner, or Westerner. Teachers may decide how to distribute roles within the class. The teacher should use the accompanying "Differences within the Young Nation: Assessment Criteria" to grade the completed letters.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 3: In what ways were the North, South, and West different in the early 1800s?

Features of the Young Nation: Student Worksheet

Directions: Describe the features of the North, South, and West in the early 1800s in terms of geography, economy, politics, society and technology. Gather information to complete the chart shown below. Use the textbook or other resources assigned by your teacher. Make sure you use proper note–taking form.

REGION:______________________

GEOGRAPHY natural resources, use of rivers, climate.	
ECONOMY farming, industry, labor, trade.	
POLITICS issues, role of government.	
SOCIETY urban/rural, rich/poor, slave/free.	
TECHNOLOGY inventions, industry, transportation.	

Question/Problem 3: In what ways were the North, South, and West different in the early 1800s?

Differences within the Young Nation: Student Worksheet

Directions: Using the information you have collected on the features of the young nation describe the differences between the North, South, and West. Use specific examples from your chart.

Question/Problem 3: In what ways were the North, South, and West different in the early 1800s?

Differences within the Young Nation: Concluding Activity

Directions: Read the situations listed below. From the point of view of a Northerner, Southerner or a Westerner write to a congressman from your section of the country giving your opinion on at least three of the four situations. Explain the reasons for your opinions.

Situation A: Tariff

The federal government wants to make more money on foreign trade. A congressman has proposed increasing tariffs on all imported products.

Situation B: Turnpike

The federal government wants to improve travel in the United States. A congressman has proposed building a new turnpike in the State of Kentucky with money from the federal government.

Situation C: Admission of a State

The United States continues to expand. People in the Territory of Missouri have requested to join the Union as a state. They wish to continue the practice of slavery.

Situation D: Technology

The United States is interested in new inventions. A congressman has proposed spending federal money to research additional uses of steam power.

Question/Problem 3: In what ways were the North, South, and West different in the early 1800s?

Differences within the Young Nation: Assessment Criteria

Point of View: The letter accurately portrays the point of view of a Northerner, a Southerner, or a Westerner in three hypothetical situations.	The point of view is accurate in all situations.	5______
	The point of view is fairly accurate in all situations.	4______
	The point of view is fairly accurate in two situations.	3______
	The point of view is fairly accurate in one situation.	2______
	The point of view is always unclear or inaccurate.	1______
Information: Reasons, facts, and examples are used to support the point of view taken.	Variety of accurate facts, details, and examples.	5______
	Sufficient amount of material.	4______
	Small amount of supporting information is included.	3______
	A mix of accurate and inaccurate information included.	2______
	No supporting information is included.	1______
Organization: Letter clearly includes an opening paragraph, an organized body of information, and a conclusion.	Letter had definite beginning, middle and end.	3______
	There is an attempt to organize letter.	2______
	No organization, lacking proper structure.	1______
Writing style: Letter is readable with varied sentence structure.	Clear and readable writing style.	2______
	Some parts of letter are not clear.	1______
Grammar, mechanics, spelling: Letter has been proofread.	Grammar, mechanics, spelling consistently correct.	2______
	Some weaknesses and errors.	1______

17-16 = Excellent
15-14 = Good
13-12 = Satisfactory
11-10 = Needs Improvement
9- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 4: Did Andrew Jackson's expansion of presidential power benefit or harm the American people?

Objectives: The student will be able to

1. describe important decisions and actions made by Jackson and his supporters during his presidency.
2. evaluate and determine whether the decisions and actions benefited or harmed the American people.
3. interpret and paraphrase primary resources.
4. justify an opinion based on information from his/her research.

Description of lesson/activity:

1. Students will have an understanding of the features of the different sections of the country. The election of Andrew Jackson, a Westerner and Democrat, represented a big change in American politics.
2. The teacher should provide students with an understanding of the controversial election of 1824 and the formation of the Democratic party. Teachers should provide information on the rise in popularity of Andrew Jackson culminating in his inauguration.
3. The teacher should distribute "Student Reading A: Rotation of Government Offices." Students should read the statement by Jackson, paraphrase it, and decide: (1) how his actions expanded the role of presidency, and (2) whether or not these actions were of benefit to the American people. Teachers may want to allow students to work in groups for the paraphrasing in order to ensure understanding. Students may complete the worksheet questions on their own.
4. A second reading entitled "Student Reading B: Indian Policy" is included to show another view of Jackson's presidency.
5. The teacher should provide additional evidence of how Jackson expanded the presidency. The teacher should also explain that these democratic developments were accomplished not simply by Andrew Jackson but with the support of many others. Suggestions of topics include:

- spoils system
- use of presidential veto
- view towards internal improvements (Maysville Road veto)
- nullification crisis
- renewal of bank charter
- new voting laws

6. With this background, students will be able to evaluate Andrew Jackson's presidency. Distribute "Concluding Activity: Andrew Jackson." Students will place a check on the continuum and use three examples to justify their rating. Any point on the continuum is correct provided that the student supports the rating with relevant evidence. The teacher should use the accompanying "Andrew Jackson: Assessment Criteria" to grade the essay.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 4: Did Andrew Jackson's expansion of presidential power benefit or harm the American people?

Student Reading A: Rotation of Government Offices

Directions: Read the following excerpt from President Andrew Jackson's message to Congress on December 8, 1829. Answer the questions listed below.

> *In a country where offices are created solely for the benefit of the people, no one man has any more intrinsic right to official station than another. Offices were not established to give support to particular men at the public expense. No individual wrong is, therefore, done by removal, since neither appointment to nor continuance in office is matter of right. The incumbent became an officer with a view to public benefits, and when these require his removal they are not to be sacrificed to private interests. It is the people, and they alone, who have a right to complain when a bad officer is substituted for a good one. He who is removed has the same means of obtaining a living that are enjoyed by the millions who never held office. The proposed limitation would destroy the idea of property now so generally connected with official station, and although individual distress may be sometimes produced, it would, by promoting that rotation which constitutes a leading principle in the republican creed, give healthful action to the system.*

"Andrew Jackson: First Annual Message to Congress," The Annals of America, Volume Five, 1821–1832 (Chicago: Encyclopedia Britannica, Inc., 1968), p. 332.

1. Summarize in your own words what Jackson is saying.

2. How did his proposal expand the power of the President?

3. Did the proposal benefit or harm the American people? Explain the reasons for your answer.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 4: Did Andrew Jackson's expansion of presidential power benefit or harm the American people?

Student Reading B: Indian Policy

Directions: Read the following excerpt from President Andrew Jackson's message to Congress on December 7, 1835. Answer the questions listed below.

> *...The plan of removing the aboriginal people who yet remain within the settled portions of the United States to the country west of the Mississippi River approaches its consummation. It was adopted on the most mature consideration of the condition of this race, and ought to be persisted in till the object is accomplished, and prosecuted with as much vigor as a just regard to their circumstances will permit, and as fast as their consent can be obtained. All preceding experiments for the improvement of the Indians have failed. It seems now to be an established fact that they can not live in contact with a civilized community and prosper. Ages of fruitless endeavors have at length brought us to a knowledge of this principle of intercommunication with them. The past we can not recall, but the future we can provide for. Independently of the treaty stipulations into which we have entered with the various tribes for the usufructuary rights they have ceded to us, no one can doubt the moral duty of the Government of the United States to protect and if possible to preserve and perpetuate the scattered remnants of this race which are left within our borders. In the discharge of this duty an extensive region in the West has been assigned for their permanent residence.*
>
> *The plan for their removal and reestablishment is founded upon the knowledge we have gained of their character and habits, and has been dictated by a spirit of enlarged liberality.*

Henry Steele Commager, Documents of American History, p. 260.

1. Summarize in your own words what Jackson is saying.

2. How did the proposal expand the power of the President?

3. Did this proposal benefit or harm the American people? Explain the reasons for your answer.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 4: Did Andrew Jackson's expansion of presidential power benefit or harm the American people?

Concluding Activity– Andrew Jackson

Directions: Rate the presidency of Andrew Jackson on the following continuum. Place a check on the line according whether or not your feel Jackson benefited or harmed the American people during his terms in office. Justify your answer using at least three examples from Jackson's presidency.

ANDREW JACKSON

|________|________________________|________________________|________|

Greatly Benefited — Greatly Harmed

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 4: Did Andrew Jackson's expansion of presidential power benefit or harm the American people?

Andrew Jackson: Assessment Criteria

Arguments: Three reasons are clearly stated that justify the rating of President Jackson's presidency.	Three reasons for the rating are clearly stated.	5______
	Three reasons for the rating are adquately stated.	4______
	Two reasons for the rating are adquately stated.	3______
	One reason for the rating is adquately stated.	2______
	The reasons for the rating are unclear or inaccurate.	1______
Information: Reasons, facts, and examples are used to support the rating given to President Jackson	Variety of accurate facts, details, and examples.	5______
	Sufficient amount of material used to support rating.	4______
	Small amount of supporting information is included.	3______
	Little and/or inaccurate information included.	2______
	No supporting information is included.	1______
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay has definite beginning, middle and end.	3______
	There is an attempt to organize essay.	2______
	No organization, lacking proper structure.	1______
Writing style: Essay is readable with varied sentence structure.	Clear and readable writing style.	2______
	Readable but some parts of essay are not clear.	1______
Grammar, mechanics, spelling. Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2______
	Some weaknesses and errors.	1______

17-16 = Excellent
15-14 = Good
13-12 = Satisfactory
11-10 = Needs Improvement
9- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 5: When, why, and how were new territories added to the United States between 1800 and 1853?

Objectives: The student will be able to

1. identify and locate the new territories added to the United States between 1800 and 1853.
2. identify when, why, and how the new territories were added to the United States between 1800 and 1853.
3. gather and record information in an organized form such as a map and a chart.
4. explain the ideology of Manifest Destiny.

Description of lesson/activity:

1. As the nation developed politically it also was growing geographically. This activity focuses on the addition of new territories between 1800 and 1853.
2. The teacher should introduce the ideology of Manifest Destiny through readings, paintings, or political cartoons of the 1830s and 1840s.
3. The teacher should distribute the "Territories Added: Student Worksheet." Students will use their textbook or other available resources to research when, why, and how new territories were added to the United States between 1800 and 1853. The activity is designed to be completed individually or in small groups.
4. Evaluation of this research is up to the teacher.
5. Students should then fill in the two accompanying maps, "Territories Added: 1790–1840" and "Territories Added: 1840–1860." Directions for completing the maps are also included. The teacher should use these maps to show that territories added to the United States did not remain frozen in time; as populations in the west grew, new states were formed. These maps graphically illustrate the westward expansion of the United States. An "Assessment Criteria" has been included for grading each of these maps.
6. As a culminating class discussion, the teacher should emphasize the following:
    - the impact of Manifest Destiny on Indians
    - the challenge of incorporating the new territories into the nation in terms of culture, defense, and foreign relations
    - the increased controversy over the issue of slavery

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 5: When, why, and how were new territories added to the United States between 1800 and 1853?

Territories Added: Student Worksheet

Directions: The United States added many new territories between 1800 and 1853. Gather information which shows when, why, and how new areas were added. Complete the chart shown below. Use your textbook and other available resources.

TERRITORIES ADDED TO THE UNITED STATES BETWEEN 1800 AND 1853

Identify	When	Why	How
1. Louisiana			
2. Florida			
3. Texas			
4. Oregon			
5. Mexican Cession			
6. Gadsden Purchase			

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 5: When, why, and how were new territories added to the United States between 1800 and 1853?

"Territories Added: 1790–1840" Map Directions

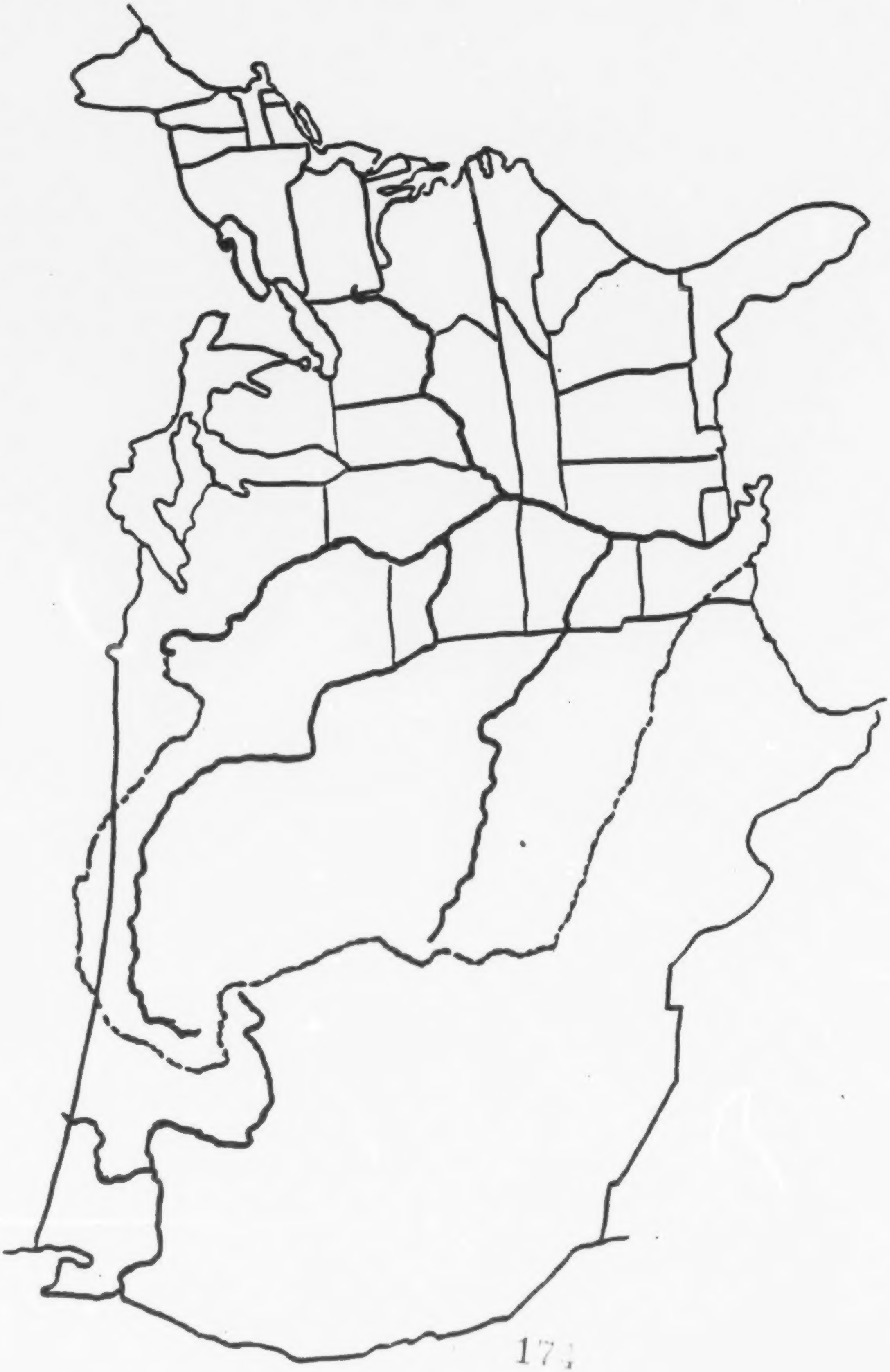
Directions: Complete a map which shows the territory added to the United States between 1790 and 1840. Follow the steps below and use the resources provided by your teacher.

1. Label your map "Territories Added: 1790–1840"
2. Locate each of the following on the map provided:

Rivers:	Mississippi, Ohio, Missouri, Columbia, Snake, Arkansas
States:	Color the original 13 states one color (see "Key" below). Label the states added to the Union between 1790 and 1840 and give the year they became a state.
Cities:	Washington D.C., St. Louis, New Orleans
Area of Expansion:	Louisiana Purchase, Florida

Label and color (see "Key" below). **Note:** the area colored in will include three of the states labelled above.

3. Key: Add a key to your map which explains the colors used above in step 2 of original 13 states, Louisiana Purchase, and Florida.



Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 5: When, why, and how were new territories added to the United States between 1800 and 1853?

Assessment Criteria: Territories Added 1790–1840 Map

RIVERS:

Mississippi ____
Ohio ____
Missouri ____
Columbia ____
Snake ____
Arkansas ____

CITIES:

St. Louis ____
New Orleans ____
Washington, DC ____

Correct map title ____

Correct key ____

Neatness ____

Original 13 States ____
Maine ____
Vermont ____
Michigan ____
Ohio ____
Indiana ____
Kentucky ____
Missouri ____
Illinois ____
Tennessee ____

Alabama ____
Mississippi ____
Louisiana ____
Arkansas ____
Louisiana Purchase ____
Florida Territory ____

26–28 = Excellent
24–25 = Good
20–23 = Satisfactory
18–19 = Needs Improvement
0–17 = Unsatisfactory

TOTAL SCORE________

YOUR GRADE________

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 5: When, why, and how were new territories added to the United States between 1800 and 1853?

"Territories Added: 1840–1860" Map Directions

Directions: Complete a map which shows the territory added to the United States between 1840 and 1860. Follow the steps below and use the resources provided by your teacher.

1. Label your map "Territories Added: 1840–1860"
2. Locate each of the following on the map provided:

States:	Place the following on the map and include the year each was added to the Union: Florida, Texas, Iowa, Wisconsin, California, Minnesota, Oregon. Color in all states added to the Union before 1840 (see "key" below).
Cities:	Sacramento, Asteria, Los Angeles, Santa Fe, Independence, St. Joseph, Salt Lake City
Areas of Expansion:	Label and color (see "key" below) Texas Annexation (1845), Oregon Country (1846) Mexican Cession (1848), Gadsen Purchase (1853).

3. Key: Add a key to your map which explains the colors used above in step 2 for Areas of Expansion and States Added Before 1840.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 5: When, why, and how were new territories added to the United States between 1800 and 1853?

Assessment Criteria: Territories Added 1840–1860 Map

STATES:

Florida ____
Texas ____
Iowa ____
Wisconsin ____
California ____
Minnesota ____
Oregon ____

CITIES:

Sacramento ____
Asteria ____
Los Angeles ____
Sante Fe ____
Independence ____
St. Joseph ____
Salt Lake City ____

AREAS OF EXPANSION:

Texas Anne ____
Oregon Country ____
Mexican Cession ____
Gadsen Purchase

Correct map title ____

Correct Key ____

Neatness ____

26–28 = Excellent
24–25 = Good
20–23 = Satisfactory
18–19 = Needs Improvement
0–17 = Unsatisfactory

TOTAL SCORE________

YOUR GRADE________

Question/Problem 6: What were the goals and outcomes of the reform movements that took place between 1800 and 1848?

Objectives: The student will be able to

1. identify major reform movements between 1800 and 1848.
2. describe the goals, outcomes, and important leaders of one particular reform movement.
3. describe American culture in the period 1800 to 1848.
4. gather relevant information from the textbook and other available resources.
5. demonstrate his/her knowledge through illustrations, symbols, and/or words.

Description of lesson/activity:

1. The students have examined the effect of Manifest Destiny on the political shape of the United States. This activity will show the impact of reform movements on the moral character of American society.
2. The teacher should provide background on the development of a distinct American culture and pride that develops during this period. Primary resources, such as Walt Whitman's Leaves of Grass, would be helpful in depicting this new spirit in America. The literature of this period suggests the opportunity for developing interdisciplinary lessons.
3. There were many reform movements between 1800 and 1848. Students should study one movement in depth rather than surveying all movements. A list of possible topics is found on the "Reform Movement: Student Guide."
4. The teacher can assign topics in any way he or she wishes. Students may work in pairs or groups to complete their research.
5. Distribute "Reform Movement: Student Guide." Emphasize the importance of finding both goals and outcomes.
6. Students may need to use a variety of resources in order to gather enough information. Time in the school library may be helpful. The teacher may work with the media specialist to develop a library research project.
7. Evaluation of the research is up to the teacher.
8. Once the research is completed, students will demonstrate their knowledge by creating a project for the class collage. Use the direction sheet, "Reform Movement: Student Collage" to explain the assignment. As an alternative, students could create broad sides, slogans or songs.
9. As a concluding activity, the teacher may ask each group to explain the significance of their piece of the collage.
10. Evaluation may be based on both the content of the collage entry and the explanation.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 6: What were the goals and outcomes of the reform movements that took place between 1800 and 1848?

Reform Movement: Student Guide

Directions: There were many reform movements between 1800 and 1848. Your assignment is to research one of the movements and describe its goals and outcomes. As you gather information, look for important people involved in the movement. Below are seven areas of reform and some suggestions for beginning your research.

Reform Movements	Suggestions for Research
utopian communities	New Harmony Brook Farm The Shakers
helping the disabled	Rev. Thomas Gallaudet Dr. Samuel Gridley Howe Dorthea Dix
women's rights	Seneca Falls Convention Elizabeth Cady Stanton Susan B. Anthony
education	Horace Mann William McGuffey Noah Webster
temperance	American Society for the Promotion of Temperance Neal Dow
abolition of slavery	American Colonization Society William Lloyd Garrison Frederick Douglass
women's education	Mount Holyoke Female Seminary Emma Willard Elizabeth Blackwell

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 6: What were the goals and outcomes of the reform movements that took place between 1800 and 1848?

Reform Movement: Student Collage

Directions: Our class will create a collage of the reform movements between 1800 and 1848. As a contributor to this collage, you will be responsible for including information on the movement you researched. You can use illustrations, symbols, and/or words to represent your information. Be sure to emphasize the goals and outcomes of your movement. Your creation should clearly demonstrate the significance of the reform movement.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 7: Was the United States a true democracy between 1800 and 1848?

Objectives: The student will be able to

1. define the concept of democracy.

2. evaluate the definition of democracy according to Thomas Jefferson.

3. assess democracy in the United States between 1800 and 1848.

4. interpret a primary resource.

5. write a persuasive essay to support his/her point of view.

Description of lesson/activity:

1. In Unit V students have examined democracy in the United States between 1800 and 1848 through a series of issues and events: United States foreign policy, states' rights, sectionalism, Andrew Jackson's presidency, Manifest Destiny, and reform movements. Question/Problem 7, "Was the United States a true democracy between 1800–1848?" requires students to use this knowledge.

2. Students should define democracy in their own words. This may be done as a homework assignment and brought to class.

3. The teacher can begin class by having students share their responses. This discussion will broaden students' understanding of the concept of democracy. The teacher should make it clear that the democracy of this period may seem flawed by the standards of modern America, but it was the "cutting edge" of democracy in the world of the 1940s.

4. At this point students will be better prepared to examine a primary resource which defines democracy. Distribute "Jefferson's View of Democracy: Student Worksheet." This is the standard against which they should make their decision.

5. It is suggested that students work with the teacher to analyze the document in order to increase comprehension of Jefferson's point of view. The goal of this activity is to provide students with a strong base from which to evaluate democracy in the United States.

6. Distribute Concluding Activity: True Democracy Essay." The students are required to write a persuasive essay which proves or disproves the claim that the United States was a true democracy between 1800 and 1848.

7. It may be helpful to give students one class period to find supporting evidence and plan the persuasive essay. An additional class period for writing or revising the rough draft is also recommended.

8. An assessment tool for evaluating the persuasive essay is provided.

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 7: Was the United States a true democracy between 1800 and 1848?

Jefferson's View of Democracy: Student Worksheet

Directions: Read the following excerpt from Thomas Jefferson's first inaugural address delivered March 4, 1801. Answer the questions listed below.

About to enter, fellow–citizens, on the exercise of duties which comprehend everything dear and valuable to you, it is proper you should understand what I deem the essential principles of our Government, and consequently those which ought to shape its Administration. I will compress them within the narrowest compass they will bear, stating the general principle, but not all its limitations. Equal and exact justice to all men, of whatever state or persuasion, religious or political; peace, commerce, and honest friendship with all nations, entangling alliances with none; the support of the State governments in all their rights, as the most competent administrations for our domestic concerns and the surest bulwarks against antirepublican tendencies; the preservation of the General Government in its whole constitutional vigor, as the sheet anchor of our peace at home and safety abroad; a jealous care of the right of election by the people—a mild and safe corrective of abuses which are lopped by the sword of revolution where peaceable remedies are unprovided; absolute acquiescence in the decisions of the majority, the vital principle of republics, from which is no appeal but force, the vital principle and immediate parent of despotism; a well–disciplined militia, our best reliance in peace and for the first moments of war, till regulars may relieve them; the supremacy of the civil over the military authority; economy in the public expense, that labor may be lightly burthened; the honest payment of our debts and sacred preservation of the public faith; encouragement of agriculture, and of commerce as its handmaid; the diffusion of information and arraignment of all abuses at the bar of the public reason; freedom of religion, freedom of the press, and freedom of person under the protection of the habeas corpus, and trial by juries impartially selected. These principles form the bright constellation which has gone before us and guided our steps through an age of revolution and reformation. The wisdom of our sages and blood of our heroes have been devoted to their attainment. They should be the creed of our political faith, the text of civic instruction, the touchstone by which to try the services of those we trust; and should we wander from them in moments of error or of alarm, let us hasten to retrace our steps and to regain the road which alone leads to peace, liberty, and safety.

Henry Steele Commager, Documents of American History, p. 188.

1. Why did Thomas Jefferson feel it was important to express his view of democracy in his first inaugural address?

2. Thomas Jefferson describes many principles necessary for a democracy. Underline five of these principles and rewrite them in your own words.
   a.
   b.
   c.
   d.
   e.

3. How important are these principles of democracy according to Jefferson?

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 7: Was the United States a true democracy between 1800 and 1848?

Concluding Activity: True Democracy Essay

Directions: Americans pride themselves on living in a democracy. Was the United States a true democracy between 1800 and 1848? Write a persuasive essay which includes your definition of democracy and three arguments to prove that the United States was or was not a true democracy between 1800 and 1848. Consider the following topics as you answer this question:

- United States Foreign Policy
- States' Rights
- Sectionalism
- Andrew Jackson's Presidency
- Manifest Destiny
- Reform Movements

Unit V: The Ambiguous Democracy in America: 1800–1848

Question/Problem 7: Was the United States a true democracy between 1800 and 1848?

Assessment Criteria: True Democracy Essay

Definition: Essay includes a clear definition of the word	Definition clear and accurate.	2______
	Definiton unclear or inaccurate.	1______
Arguments: Three accurate arguments made to prove that the United States was or was not a true democracy between 1800 and 1848.	Three strong, thoughtful, and insightful arguments.	5______
	Three adequate arguments.	4______
	Two brief arguments.	3______
	One brief argument.	2______
	Student fails to adequately describe arguments.	1______
Information: Facts, details, and examples are used to support arguments.	Variety of accurate facts, details, and examples.	5______
	Sufficient amount of material to support arguments.	4______
	Small amount of supporting information.	3______
	Mix of accurate and inaccurate information.	2______
	No supporting information is included.	1______
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay has definite beginning, middle and end.	3______
	There is an attempt to organize essay.	2______
	No organization, lacking proper structure.	1______
Writing style: Essay is readable with varied sentence structure.	Clear and readable writing style.	2______
	Some parts of essay are not clear.	1______
Grammar, mechanics, spelling: Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2______
	Some weaknesses and errors.	1______

19-18 = Excellent
17-16 = Good
15-14 = Satisfactory
13-12 = Needs Improvement
11- 6 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit VI: "Now We Are Engaged In A Great Civil War" 1848–1880

Content and Understanding:

1. The institution of slavery had a dehumanizing affect on African Americans.
2. A series of compromises postponed conflict between the North and the South for many years.
3. Many ideas and events between 1850 and 1860 contributed to the conflict between North and South.
4. The Civil War had a dramatic affect on the lives of soldiers and civilians.
5. The Civil War was the first truly modern war, especially in terms of technology.
6. Abraham Lincoln used a variety of means to preserve the Union during the Civil War.

Teacher's Rationale for the Unit:

Students have a natural interest in the history of the Civil War. The teacher should promote further interest by emphasizing how the Civil War affected people. Question/Problem 1 allows students to examine the institution of slavery through the personal accounts of slaves. Question/Problems 2 and 3 reveal the ways in which the North and South dealt with the issues of slavery and state's rights. While compromises postponed the conflict, such events as Bleeding Kansas, the Dred Scott decision, and John Brown's raid contributed to the conflict. Question/Problem 4 involves the Civil War itself—as the first modern war and in terms of its impact on individual lives. Students are encouraged to look at the impact of the war on American society from a variety of perspectives. Question/Problem 5, focusing on the Presidency of Abraham Lincoln, is a fitting conclusion to Units I–VI. Students have examined the theme of democracy throughout the year. The question on Abraham Lincoln asks students to assess Lincoln's actions. Did Lincoln promote democracy as he strove to preserve the American democracy?

Note that this instructional unit ends with the end of the Civil War in 1865. Reconstruction of the South is covered in Unit VII as part of the beginning of 8th grade. We believe this will make a natural content bridge which connects 7th and 8th grade instruction of American history.

Table of Contents:

- Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?
- Question/Problem 2: How did compromises postpone conflict between North and South?
- Question/Problem 3: How did ideas and events contribute to the conflict between North and South?
- Question/Problem 4: In what ways were people affected by the war?
- Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Objectives: The students will be able to

1. understand the context of slavery in the United States.

2. explain how the institution of slavery dehumanized people.

3. gather and interpret information from personal accounts of slavery.

4. write a report on the evils of slavery.

Description of lesson/activity:

1. In Unit V students investigated the "ambiguous democracy" in America. To many Americans living in the nineteenth century, the institution of slavery was inconsistent with the principles of democracy upon which the nation was founded. As an introduction to the Civil War it is important that students have an understanding of slavery as it existed in the United States.

2. To begin this lesson the teacher should ask students what they know about slavery. For instance, students should know where slaves came from (Unit II) and how slavery was addressed in the Constitution (Unit IV). The goal of Question/Problem 1 is for students to examine what life was like for individual slaves and to write about the dehumanizing qualities of slavery.

3. Set up learning centers around the room. Divide the class into small groups. A learning center includes one of the accompanying "Personal Accounts of Slavery" readings at a desk and enough chairs for students in the group to sit. The teacher could use all or some of the readings provided. The teacher may provide additional readings such as slave codes from the 1800s.

4. The teacher should assign students the task of finding out what life was like for slaves in the United States prior to the Civil War. At each station students should take notes. The focus of the notes should be on how people were dehumanized by the institution of slavery by using examples from the readings. At each learning center the group can discuss what is most significant in the reading.

5. When students are finished gathering information, the teacher should give the following assignment:

   You are a Northern newspaper reporter in 1850. The editor of your paper wants you to report on the evils of slavery. Use the evidence you found from the readings to complete your report.

6. Assessment is up to the teacher.

Resources:

1. Chapman, Abraham ed. Steal Away: Stories of the Runaway Slaves. New York: Praeger, 1971.
2. Hurmence, Belinda ed. Before Freedom: 48 Oral Histories of Former North and South Carolina Slaves. New York: Mentor, 1990.
3. Knight, Michael. In Chains to Louisiana: Solomon Northup's Story. New York: E.P. Dutton & Co., Inc., 1971.
4. Lester, Julius. To be A Slave. New York: The Dial Press, 1968.
5. Liston, Robert. Slavery in America: The History of Slavery. New York: McGraw–Hill, 1970.
6. Smith, Elbert B. The Death of Slavery: The United States, 1837–65. Chicago: The University of Chicago Press, 1967.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Slave Auction

The following excerpt is taken from an article that appeared in 1859 in the New York Tribune, edited by Horace Greeley. The reporter describes a large slave auction that took place in Savannah, Georgia.

> *The slaves remained at the race–course, some of them for more than a week and all of them for four days before the sale. They were brought in thus early that buyers who desired to inspect them might enjoy that privilege, although none of them were sold at private sale. For these preliminary days their shed was constantly visited by speculators. The negroes were examined with as little consideration as if they had been brutes indeed; the buyers pulling their mouths open to see their teeth, pinching their limbs to find how muscular they were, walking them up and down to detect any signs of lameness, making them stoop and bend in different ways that they might be certain there was no concealed rupture or wound; and in addition to all this treatment, asking them scores of questions relative to their qualifications and accomplishments. All these humiliations were submitted to without a murmur, and in some instances with good–natured cheerfulness—where the slave liked the appearance of the proposed buyer, and fancied that he might prove a kind 'mas'r.'*

From Eyewitnesses and Others—Readings in American History, Volume I: Beginnings to 1865 (Austin, TX: Holt, Rinehart and Winston, Inc., 1991), pp. 371–372.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Slave Auction

The following is one slave's account of a slave auction.

My brothers and sisters were bid off first, and one by one, while my mother, paralyzed by grief, held me by the hand. Her turn came, and she was bought by Isaac Riley of Montgomery County. Then I was offered to the assembled purchasers. My mother, half distracted with the thought of parting forever from all her children, pushed through the crowd while the bidding for me was going on, to the spot where Riley was standing. She fell at his feet, and clung to his knees, entreating him in tones that a mother only could command, to buy her baby as well as herself, and spare to her one, at least, of her little ones. Will it, can it be believed that this man, thus appealed to, was capable not merely of turning a deaf ear to her supplication, but of disengaging himself from her with such violent blows and kicks, as to reduce her to the necessity of creeping out of his reach, and mingling the groan of bodily suffering with the sob of a breaking heart?

From Walter Goodman, Black Bondage—The Life of Slaves in the South (New York: Farrar, Straus & Giroux, 1969), pp. 98, 101.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848-1880

Question Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Breakup of Families

Slaveowners encouraged slaves to have children because they coud sell the children or keep them for additional help. Read the passage found on page 40 of *To Be a Slave* by Julius Lester, that describes how one slave mother reacted to this policy. (New York: The Dial Press, Inc. 1968)
(Permission to reprint passage not granted.)

Unit VI: "Now We Are Engaged In A Great Civil War": 1848-1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Slave Trade

Sometime slave traders would purchase slaves at an auction. They would then march them, sometimes for weeks to a new location and sell them for a profit. Read the passage on page 53 of To Be a Slave by Julius Lester (New York: The Dial Press, 1968).

(Permission to reprint passage not granted)

Unit VI: "Now We Are Engaged In A Great civil War": 1848-1880
Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Living Conditions

Many of America's leaders owned slaves. A Polish visitor made observations on the living conditions of George Washington's slaves. these observations can be found on pages 62-63 of *To Be a Slave* by Julius Lester. (New York: The Dial Press 1968) *(Permission to reprint passsage not granted.)*

Unit VI: "Now We Are Engaged In A Great Civil War": 1848-1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Living Conditions

The passages on pages 64-65 of To Be a Slave by Julius Lester (New York: The Dial Press, 1968) shows a slave's view of the living conditions on one plantation.

(Permission to reprint passage not granted.)

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Slave Labor

The following describes what it was like to work on a cotton plantation.

In the latter part of August begins the cotton picking season. At this time each slave is presented with a sack. A strap is fastened to it, which goes over the neck, holding the mouth of the sack breast high, while the bottom reaches nearly to the ground. Each one is also presented with a large basket that will hold about two barrels. This is to put the cotton in when the sack is filled. The baskets are carried to the field and placed at the beginning of the rows. 'When a new hand, one unaccustomed to the business, is sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capability in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty...'

'The day's work over in the field, the baskets are 'toted' or in other words, carried to the gin–house, where the cotton is weighed. No matter how fatigued and weary he may be—no matter how much he longs for sleep and rest—a slave never approaches the gin–house with his basket of cotton but with fear. If it falls short in weight—if he has not performed the full task appointed him, he knows that he must suffer. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day's task accordingly. So whether he has too little or too much, his approach to the gin–house is always with fear and trembling. Most frequently they have too little, and therefore it is they are not anxious to leave the field. After weighing, follow the whippings; and then the baskets are carried to the cotton house, and their contents stored away like hay, all hands being sent in to tramp it down. If the cotton is not dry, instead of taking it to the gin–house at once, it is laid upon platforms, two feet high, and some three times as wide, covered with boards or planks, with narrow walks running between them.'

'This done, the labor of the day is not yet ended, by any means. Each one must then attend to his respective chores. One feeds the mules, another the swine—another cuts the wood, and so forth; besides, the packing is all done by candle light. Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day's toil.'

From Walter Goodman, Black Bondage—The Life of Slaves in the South, pp. 19–21.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848-1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Punishment

Not all masters were cruel, but some were. Select a passage from To Be a Slave by Julius Lester (New York: The Dial Press, 1968) that describes how one master punished a slave. One such passage can be found on pages 36-37.

(Permission to reprint passage not granted.)

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Punishment

Frederick Douglass recalled the following incident from his childhood as a slave. He ran away and later purchased his freedom. As a free man he became a leading abolitionist.

> *One of the first circumstances that opened my eyes to the cruelties and wickedness of slavery and its hardening influences upon my old master, was his refusal to interpose his authority to protect and shield a young woman, a cousin of mine, who had been most cruelly abused and beaten by his overseer in Tuckahoe. This overseer, a Mr. Plummer, was like most of his class, little less than human brute; and in addition to his general profligacy and repulsive coarseness, he was a miserable drunkard, a man not fit to have the management of a drove of mules. In one of his moments of drunken madness he committed the outrage which brought the young woman in question down to my old master's for protection. The poor girl, on her arrival at our house, presented a most pitiable appearance. She had left in haste and without preparation, and probably without the knowledge of Mr. Plummer. She had traveled twelve miles, bare-footed, bare-necked, and bare-headed. Her neck and shoulders were covered with scars newly made, and not content with marring her neck and shoulders with the cowhide, the cowardly wretch had dealt her a blow on the head with a hickory club, which cut a horrible gash and left her face literally covered with blood. In this condition the poor young woman came down to implore protection at the hands of my old master. I expected to see him boil over with rage at the revolting deed, and to hear him fill the air with curses upon the brutal Plummer; but I was disappointed. He sternly told her in an angry tone, 'She deserved every bit of it, and if she did not go home instantly he would himself take the remaining skin from her neck and back.' Thus the poor girl was compelled to return without redress, and perhaps to receive an additional flogging for daring to appeal to authority higher than that of the overseer.*

From Walter Goodman, Black Bondage—The Life of Slaves in the South, pp. 66–67.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Education

Frederick Douglass, abolitionist leader and former slave, was taught to read by his master's wife. This was unusual. He described the typical opinion of southern whites toward teaching slaves in the following way:

> *If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master—to do as he is told to do. Learning would spoil the best nigger in the world. Now, if you teach that nigger to read, there would be not keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy.*

From Walter Goodman, Black Bondage—The Life of Slaves in the South, p. 51.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 1: What was life like for slaves in the United States prior to the Civil War?

Personal Accounts of Slavery

Runaway Slaves

Many slaves tried to escape from the bondage of slavery. If caught, they were often severely punished. The following is an example of a reward offered to find a runaway slave.

$100 REWARD

Will be given for the apprehension and delivery of my Servant Girl HARRIET. She is a light mulatto, 21 years of age, about 5 feet 4 inches high, of a thick and corpulent habit, having on her head a thick covering of black hair that curls naturally, but which can be easily combed straight. She speaks easily and fluently, and has an agreeable carriage and address. Being a good seamstress, she has been accustomed to dress well, has a variety of very fine clothes, made in the prevailing fashion, and will probably appear, if abroad, tricked out in gay and fashionable finery. As this girl absconded from the plantation of my son without any known cause or provocation, it is probable she designs to transport herself to the North.

The above reward, with all reasonable charges, will be given for apprehending her, or securing her in any prison or jail within the U. States.

All persons are hereby forewarned against harboring or entertaining her, or being in any way instrumental in her escape, under the most rigorous penalties of the law.

JAMES NORCOM.
Edenton, N. C. June 30

From Mary E. Lyons, Letters From A Slave Girl—The Story of Harriet Jacobs, (New York: Charles Scribner's Sons, 1992), p. 76.

Unit VI: Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 2: How did compromises postpone conflict between North and South?

Objectives: Students will be able to

1. explain the concept of compromise.
2. find examples of compromise in the Constitution dealing with slavery.
3. evaluate the provisions of the Missouri Compromise, the Compromise of 1850, and the Kansas–Nebraska Act as they relate to the slavery issue.
4. define and apply the concept of popular sovereignty.
5. gather and organize information.
6. interpret data.

Description of lesson/activity:

1. The teacher should review the concept of "compromise" with students. (See Unit IV, Question/Problem 4.) The issue of slavery necessitated Americans to use compromise since colonial times.
2. As a first activity, have students skim the Constitution for the words slave or slavery. These words are not found in the Constitution. Have students write down the words used in their place as well as the articles and sections in which the words are found. Use this opportunity to review the three–fifths compromise, the compromise regarding slave trade, and the fugitive slave provision.
3. Students should be made aware that pro–slavery and anti–slavery forces sought power through representation in the national government. As of 1820 there were eleven free states and eleven slave states. Ask students why this was important. Students should know that in the Constitution states have equal representation in the Senate. As long as the number of free and slave states were equal, either side could block legislation and protect its interests. In 1820 Missouri applied for statehood. It would become a slave state. This caused alarm among those who opposed slavery.

4. The teacher should distribute the accompanying "Compromise Chart." Have students use textbooks and other resources to find the provisions of the Missouri Compromise. As students do their research, encourage them to refer to maps which provide a visual depiction of the compromise. See the accompanying "Compromise Chart: Teacher Guide" for suggested answers. Once students have gathered information, discuss whether the provisions pleased pro–slavery (P), anti–slavery (A) forces, or both (B). Have students write their responses (P), (A), or (B) next to each provision on the chart.

5. Have students read the excerpt from the opening speech of Stephen Douglas on October 15, 1858, in a debate with Abraham Lincoln for the Illinois Senate seat (see the accompanying "Stephen Douglas Speech"). Have students answer the questions following the excerpt. Students will refer back to these answers throughout this unit.

6. With an understanding of popular sovereignty students should find and read the provisions of the Compromise of 1850. There are now fifteen free and fifteen slave states. Have students refer to maps of the Compromise of 1850. Once students have read the information gathered, they should decide whether the provisions were pro– slavery (P), anti–slavery (A), or acceptable to both (B). The teacher may want to divide the class into pro– and anti–slavery groups and debate whether the Compromise of 1850 is an acceptable solution to the issues of slavery and state's rights.

7. Last have students research provisions of the Kansas–Nebraska Act. Ask students if this compromise was consistent with the two compromises on the chart. Students should find that the Kansas–Nebraska Act is inconsistent with the Missouri Compromise. It should be explained to students that the Kansas–Nebraska Act ended the Missouri Compromise.

8. As a concluding activity pose this question to students: Were the compromises effective in resolving the slavery issue? Students should realize that they merely postponed conflict between North and South.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 2: How did compromises postpone conflict between North and South?

Compromise Chart

Directions: Use your textbook or other available resources to complete the following chart.

Name of Compromise	Provisions of Compromise
Missouri Compromise (1820)	
Compromise of 1850	
Kansas–Nebraska Act (1854)	

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 2: How did compromises postpone conflict between North and South?

Compromise Chart

Directions: Use your textbook or other available resources to complete the following chart.

Name of Compromise	Provisions of Compromise
Missouri Compromise (1820)	P 1) Missouri became a slave state. A 2) Maine became a free state. B 3) Slavery was prohibited north of the 36 30' line for the remainder of the Louisiana Purchase.
Compromise of 1850	A 1) California became a free state. P 2) Popular sovereignty was to decide the issue of slavery in the New Mexico and Utah territories. P 3) Stricter fugitive slave law. A 4) Slave trade abolished in Washington, DC.
Kansas–Nebraska Act (1854).	B 1) Divided the remaining territory in the Louisiana Purchase into two parts, the Nebraska Territory and the Kansas Territory. B 2) Popular sovereignty was to decide the issue of slavery in the Nebraska and Kansas territories.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848-1880

Question/Problem 2: How did compromises postpone conflict between North and South?

Stephen Douglas Speech

Directions: Read the following excerpt from a Stephen Douglas speech in 1858 and answer the questions below on a separate sheet of paper.

> *I then said, I have often repeated, and now again assert, that in my opinion our government can endure forever, divided into free and slave States as our fathers made it,—each State having the right to prohibit, abolish, or sustain slavery, just as it pleases. This government was made upon the great basis of the sovereignty of the States, the right of each State to regulate its own domestic institutions to suit itself; and that right was conferred with the understanding and expectation that, inasmuch as each locality had separate interests, each locality must have different and distinct local and domestic institutions, corresponding to its wants and interests. Our fathers knew when they made the government that the laws and institutions which were well adapted to the Green Mountains of Vermont were unsuited to the rice plantations of South Carolina. They knew then, as well as we know now, that the laws and institutions which would be well adapted to the beautiful prairies of Illinois would not be suited to the mining regions of California. They knew that in a republic as broad as this, having such a variety of soil, climate, and interest, there must necessarily be a corresponding variety of local laws,—the policy and institutions of each State adapted to its condition and wants. For this reason this Union was established on the right of each State to do as it pleased on the question; and the various states were not allowed to complain of, much less interfere with, the policy of their neighbors.*

From Diane Ravitch, ed., The American Reader—Words That Moved a Nation (New York: HarperCollins Publishers, 1990), pp. 124-125.

1. Explain Douglas's view of slavery.
2. Explain Douglas's view of state's rights.
3. How does Douglas justify his view of state's rights?
4. Use your textbook to define "popular sovereignty."
5. Are Douglas's views of slavery and state's rights consistent with this definition of popular sovereignty. Why?

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

Objectives: The student will be able to:

1. describe major ideas and events that led to the Civil War.
2. interpret primary resources and historical accounts.
3. rank and justify ideas and events which caused the war.
4. locate Confederate and border states on a map.

Description of lesson/activity:

1. Question/Problem 2 examined how the North and South avoided conflict through the use of compromise. To answer Question/Problem 3 students will study primary resources and historical accounts of ideas and events from 1850 to 1860 which contributed to the Civil War.
2. These readings should be incorporated into classroom instruction. They are not meant to be the only source of information for this period. It is recommended that all nine readings be used in chronological order. After the readings are completed, students will be asked to choose the three most important ideas and/or events which led to war.
3. Use small groups with these readings. First, have students read silently. Alternatively, the teacher may read them aloud. Students may want to underline key parts which will help them answer the questions. This could be followed by having students briefly summarize the reading or listing questions and comments on their copy of the text, followed by group discussion.
4. Do the first two readings together. They are "A Pro–Slavery Argument (1850)" and "Frederick Douglass' Speech on July 4, 1852." This will help students contrast the positive and negative views on the institution of slavery.
5. To understand the third reading, "Bleeding Kansas (1856)," students need background information on the conflict in Kansas.
6. The language of the "Dred Scott Decision (1857)" reading is challenging. Students should first attempt this reading in their groups before the study of this decision is supplemented with textbooks and audio–visuals.

7. The Lincoln and Seward readings are to be done together. Have students find similarities and differences between the two statements.

8. "John Brown's Raid (1858)" describes the attack on the arsenal in Harpers Ferry and southern reaction to the raid. The teacher may want to ask students why southerners were so alarmed by this event.

9. As a prelude to Lincoln's election and the secession of southern states, students should read the "Republican Party Platform (1860)."

10. The final reading, "Secession (1860)," provides lyrics of the song The Bonnie Blue Flag. The lyrics contain reasons why the South left the Union. Students should complete the accompanying map that sets the scene for a study of the Civil War itself. See "Civil War Map."

    Teachers may wish to use this map in other ways. For instance, locations of the states that did not secede, the two capitals, important battles, and border states could be added as students learn more about the Civil War.

11. As a concluding activity, students should answer the question, "How did ideas and events contribute to the conflict between the North and South?" Students should choose the three most important ideas and/or events which they think led to war. In their essays they need to justify their selections. Assessment is left up to the teacher.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

A Pro–Slavery Argument (1850)

George Fitzhugh, a writer from Virginia, was the most articulate defender of the institution of slavery. Read the following excerpts from his pamphlet entitled "Sociology For The South" and answer the questions below.

> *...slaves are always dependent, never the rivals of their master. Hence, though men are often found at variance with wife or children, we never saw one who did not like his slaves, and rarely a slave who was not devoted to his master. 'I am thy servant!' Disarm me of the power of master. Every man feels the beauty, force and truth of this sentiment of Sterne. But he who acknowledges its truth, tacitly admits that dependence is a tie of affection, that the relation of master and slave is one of mutual good will....*
>
> *The slave always has a home, always an interest in the proceeds of the soil....*
>
> *At the slaveholding South all is peace, quiet, plenty and contentment. We have no mobs, no trades unions, no strikes for higher wages, no armed resistance to the law, but little jealousy of the rich by the poor. We have but few in our jails, and fewer in our poor houses. We produce enough of the comforts and necessaries of life for a population three or four times as numerous as ours. We are wholly exempt from the torrent of pauperism, crime, agrarianism, and infidelity which Europe is pouring from her jails and alms houses on the already crowded North. Population increases slowly, wealth rapidly....Wealth is more equally distributed than at the North, where a few millionaires own most of the property of the country.*

From Eric L. McKitrick, ed., Slavery Defended—The Views of the Old South (Englewood Cliffs, NJ: Prentice Hall Inc., 1963), pp. 34–50.

1. What reason does Fitzhugh offer for a slave's loyalty to his master?
2. What kind of picture does Fitzhugh offer of life in the South?
3. What justification does he give for his remarks?
4. The majority of Southern whites did not own slaves. Why do you think Fitzhugh made the statement "Wealth is more equally distributed?"

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1830

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

Frederick Douglass Speech on July 4, 1852

Frederick Douglass, former slave and abolitionist leader, was invited to speak in Rochester, NY, on July 4, 1852. Read the following excerpts from his speech and answer the questions below.

...America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the Constitution and the Bible which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery—the great sin and shame of America!...

Would you have me argue that man is entitled to liberty? That he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery?...To do so would be to make myself ridiculous and to offer an insult to your understanding. There is not a man beneath the canopy of heaven that does not know that slavery is wrong for him....

What, to the American slave, is your Fourth of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass-fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States at this very hour.

Go where you may, search where you will, roam through all the monarchies and despotisms of the Old World, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me that, for revolting barbarity and shameless hypocrisy, America reigns without a rival.

From Diane Ravitch, ed., The American Reader—Words That Moved A Nation, pp. 114–118.

1. Why does Douglass claim that America is false to the past, present, and future?

2. According to Douglass who should own a person?

3. How would Douglass suggest anyone would answer the question, "Do you want to be a slave?"

4. According to Douglass, what does the Fourth of July mean to the American slave?

5. What does Douglass mean by the words "America reigns without a rival?" Where does he say one should look for the answer?

6. Is this the complete text of the speech? How do you know?

7. How would Fitzhugh answer Douglass's statement that "There is not a man beneath the canopy of heaven that does not know that slavery is wrong for him...?"

Unit VI: "Now We Are Engaged in a Great Civil War": 1848-1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

Bleeding Kansas (1856)

The Kansas-Nebraska Act of 1854 divided the Nebraska territory into Kansas and Nebraska and provided for popular sovereignty in the newly formed territories. Pro- and anti-slavery forces poured into Kansas trying to sway the vote. Read the description of events of 1856 found on page 136 in With Malice Toward None: The Life of Abraham Lincoln and answer the questions below. *(Permission to reprint passage denied.)*

1. Gather information on Charles Sumner in an encyclopedia or biographical dictionary. Who was he? Who beat him? What happened to his assailants? What happened to Sumner?

2. What did Sumner mean by "The Crime Against Kansas?"

3. Who was John Brown? What other part would he play in the road to war?

4. How was the Kansas situation settled? (See your text or another resource.)

5. Explain the ways this act contributed to the conflict between the North and the South?

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

Dred Scott Decision (1857)

Dred Scott, a slave from Missouri, was taken to the free state of Illinois and then the free territory of Wisconsin by his master where he lived for over a year. Dred Scott sued for his freedom on the grounds that he had lived in free territory. The case reached the United States Supreme Court. The court needed to determine whether Dred Scott was a citizen and also whether he was free. Read the following excerpt from the Supreme Court decision written by Chief Justice Taney and answer the questions below.

Now...the right of property in a slave is distinctly and expressly affirmed in the Constitution. The right to traffic in it, like an ordinary article of merchandise and property, was guaranteed to the citizens of the United States, in every State that might desire it, for twenty years. And the Government in express terms is pledged to protect it in all future time, if the slave escapes from his owner....And no word can be found in the Constitution which gives Congress a greater power over slave property, or which entitles property of that kind to less protection than property of any other description. The only power conferred is the power coupled with the duty of guarding and protecting the owner in his rights.

Upon these considerations, it is the opinion of the court that the Act of Congress which prohibited a citizen from holding and owning property of this kind in the territory of the United States north of the line therein mentioned, is not warranted by the Constitution, and is therefore void; and that neither Dred Scott himself, nor any of his family, were made free by being carried into this territory; even if they had been carried there by the owner, with the intention of becoming a permanent resident....

Upon the whole, therefore, it is the judgement of this court, that it appears by the record before us that the plaintiff in error is not a citizen of Missouri, in the sense in which that words is used in the Constitution....

From Henry Steele Commager, ed., Documents of American History
pp. 339–345.

1. What does "traffic" mean in this excerpt?
2. According to Taney, what is a slave? Where can he/she be taken?
3. Taney refers to "the Act of Congress" in his decision. What is the name of this law which he describes?
4. What two questions did Taney decide? What were his answers?
5. Explain the ways this decision contributed to the conflict between the North and the South.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

Abraham Lincoln's "House Divided" Speech (1858)

In 1858 Abraham Lincoln became the Republican candidate for a United States Senate seat from Illinois. Read the following excerpt from his acceptance speech and answer the questions below.

> *In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself can not stand." I believe this Government can not endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in course of ultimate extinction; or its advocates will push it forward till it shall become alike lawful in all the States, old as well as new, North as well as South.*

From Diane Ravitch, ed., The American Reader—Words That Moved a Nation, p. 119.

1. What does "a house" represent in the speech?

2. What did Lincoln mean by the phrase "A house divided against itself can not stand?"

3. Does Lincoln believe that the house will remain divided? Justify your answer.

4. How might these ideas contribute to the conflict between the North and the South?

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

William Seward's Speech (1858)

William Seward was a Senator from New York when he made the following predictions in a speech in 1858. Read the excerpts from that speech and answer the questions that follow.

> *Our country is a theater, which exhibits, in full operation, two radically different political systems, the one resting on the basis of servile or slave labor, the other on the basis of voluntary labor of freemen....*
>
> *The two systems are at once perceived to be incongruous [unrelated]. But they are more than incongruous—they are incompatible. They never have permanently existed together in one country, and they never can....*
>
> *Hitherto, the two systems have existed in different States, but side by side within the American Union. This has happened because the Union is a confederation of States. But in another aspect the United States constitute only one nation. Increase of population, which is filling the States out to their very borders, together with a new and extended network of railroads and other avenues, and an internal commerce which daily becomes more intimate [closely related], is rapidly bringing the States into a higher and more perfect social unity of consolidation. Thus, these antagonistic systems are continually coming into closer contact, and collision results.*
>
> *Shall I tell you what this collision means? They who think that is accidental, unnecessary, the work of interested and fanatical agitators, and therefore ephemeral, mistake the case altogether. It is an irrepressible conflict between opposing and enduring forces, and it means that the United States must and will, sooner or later, become either entirely a slave- holding nation, or entirely a free-labor nation. Either the cotton and rice fields of South Carolina and the sugar plantations of Louisiana will ultimately be tilled by free labor, and Charleston and New Orleans become marts for legitimate merchandise alone, or else the rye- fields and wheat-fields of Massachusetts and New York must again be surrendered by their farmers to slave culture and to the production of slaves, and Boston and New York become once more markets for trade in the bodies and souls of men. It is the failure to apprehend this great truth that induces so many unsuccessful attempts at final compromise between the slave and free States. and it is the existence of this great fact that renders all such pretended compromises, when made, vain and ephemeral....*

From Eyewitnesses and Others—Readings in American History, vol. 1, pp. 358–361.

1. According to William Seward, what are the two systems of labor in the United States?

2. How does he view the two systems of labor? Why?

3. Seward believes the country is on a collision course. Discuss three examples he gives to justify this belief.

4. What part does he believe compromise will play in the final result.

5. How might these ideas contribute to the conflict between the North and the South?

Unit VI: "Now We Are Engaged In A Great Civil War": 1848-1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

John Brown's Raid (1859)

John Brown, a northern abolitionist, participated in the Kansas violence in 1856. In 1859, he tried to free slaves in Virginia. read the description of his attempt found on page 181 of *With Malice Towards None: The Life of Abraham Lincoln,* and southern reaction to it. Answer the Questions below. (*Permission to reprint passage denied)*

1. What United States military officer led U.S. troops in capturing John Brown?

2. According to Brown, by what authority was he acting?

3. Were any slaves freed?

4. Using Information from the article and from what you have learned, why would Southerners feel they would be plunged "into a racial bood bath?"

5. Explain the ways this act contributed to the conflict between the North and the South.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

Republican Party Platform (1860)

Leaders of the Republican Party met in Chicago, Illinois, in May of 1860. They adopted a "platform" that included many of the political beliefs they shared. Read the following excerpt from that platform and answer the questions below.

> *8. That the normal condition of all the territory of the United States is that of freedom; That as our Republican fathers, when they had abolished slavery in all our national territory, ...we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to Slavery in any Territory of the United States.*
>
> *9. That we brand the recent re-opening of the African slave-trade, under the cover of our national flag, aided by perversions of judicial power, as a crime against humanity and a burning shame to our country and age; and we call upon Congress to take prompt and efficient measures for the total and final suppression of that execrable traffic.*

From Henry Steele Commager, ed., Documents of American History, pp. 363–365.

1. The Northwest Ordinance (1787) banned slavery in the Northwest Territory yet provided for the return of fugitive slaves. What stand does the Republican party take on the existence of slavery in the territories?

2. How do Republicans view the slave trade?

3. Abraham Lincoln won the 1860 Presidential election. How do you think slave-owners reacted to Lincoln's election based on this reading?

4. How might these ideas contribute to the conflict between the North and the South?

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 3: How did ideas and events contribute to the conflict between North and South?

Secession (1860)

South Carolina seceded from the Union in December 1860. Harry Macarthy wrote "The Bonnie Blue Flag" in honor of the new "rebel" flag adopted by South Carolina. The song became popular throughout the Confederacy. Read the lyrics of the song and answer the questions below.

We are a band of brothers, and native to the soil,
Fighting for the property we gained by honest toil;
And when our rights were threatened, the cry rose near and far:
Hurrah! for the bonnie blue flag that bears a single star.

CHORUS:
Hurrah! hurrah! for Southern rights! hurrah!
Hurrah! for the bonnie blue flag that bears a single star.

As long as the Union was faithful to her trust,
Like friends and like brothers, kind were we and just;
But now, when Northern treachery attempts our rights to mar,
We hoist, on high, the bonnie blue flag that bears a single star.

First gallant South Carolina nobly made the stand,
Then came Alabama who took her by the hand;
Next, quickly Mississippi, Georgia and Florida,
All raised, on high, the bonnie blue flag that bears a single star.

Ye men of valor, gather 'round the banner of the right,
Texas and fair Louisiana join us in the fight;
Davis, our loved President, and Stephens, statesman rare,
Now rally 'round the bonnie blue flag that bears a single star.

And here's to brave Virginia, the old Dominion State,
With the young Confederacy, at length, has linked her fate;
Impelled by her example now other States prepare
To hoist, on high, the bonnie blue flag that bears a single star.

Then cheer, boys, cheer, raise the joyous shout—
For Arkansas and North Carolina now have both gone out;
And let another rousing cheer for Tennessee be given—
The single star of the bonnie blue flag has grown to be eleven.

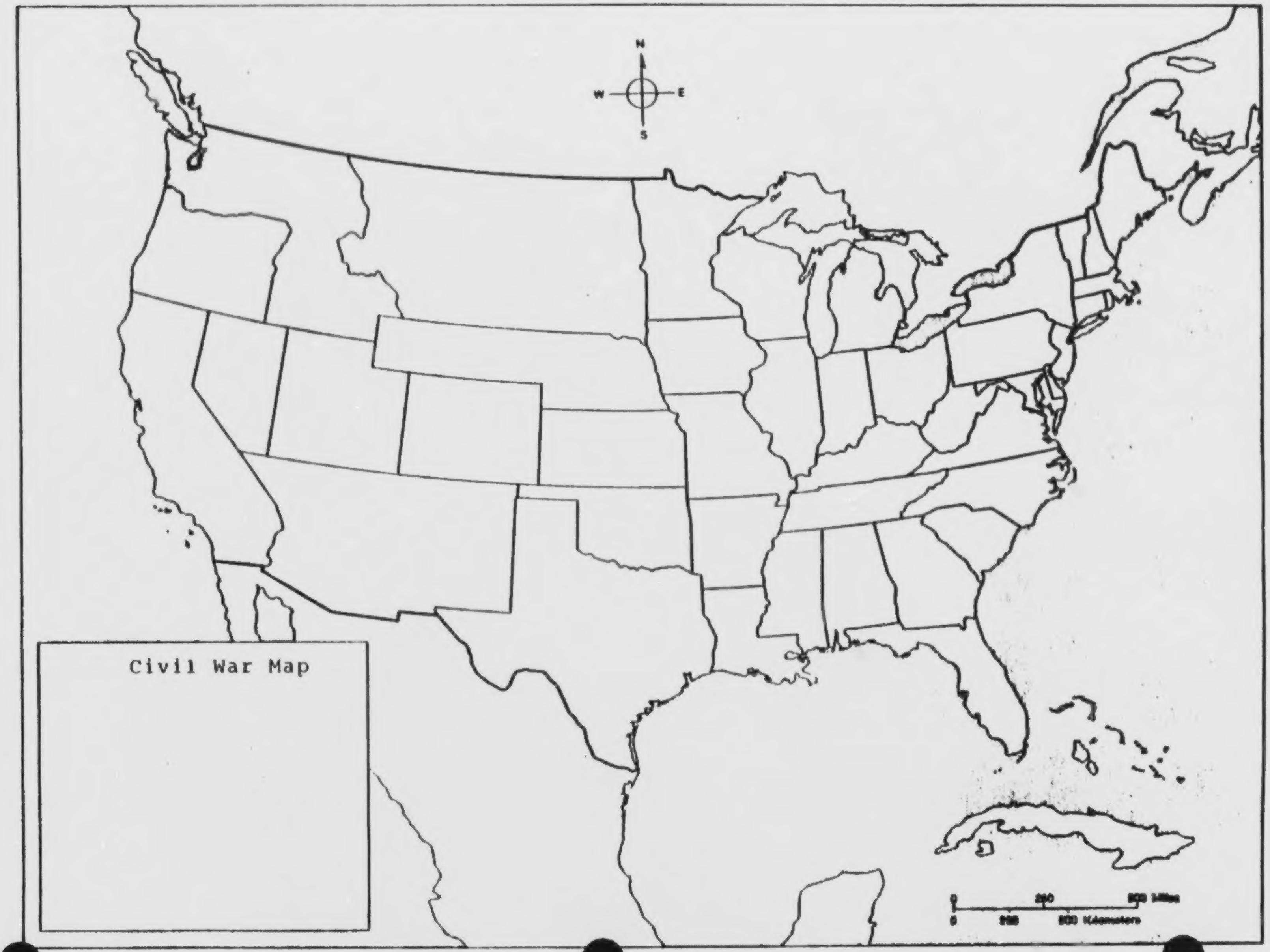
Then here's to our Confederacy—strong we are and brave,
Like patriots of old, we'll fight our heritage to save;
And rather than submit to shame, to die we would prefer—
So cheer for the bonnie blue flag that bears a single star.

From Diane Ravitch, ed., The American Reader–Words That Moved A Nation, pp. 143–144.

1. Define "secede."

2. According to the lyrics, how did these Southern states justify secession?

3. On the "Civil War Map," locate and write the name of the eleven states that seceded. Also write in the dates of each secession. Color these eleven states one color and add a key to the map.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Civil War Map
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Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 4: In what ways were people affected by the Civil War?

Objectives: Students will be able to

1. identify strengths and weaknesses of the Union and Confederacy.
2. describe how people were affected by the Civil War.
3. explain why the Civil War is referred to as the first modern war.
4. analyze photographs and draw conclusions about life during the Civil War.
5. create a visual representation depicting the war's impact on people.

Description of lesson/activity:

1. In Question/Problem 3, students looked at the causes of the Civil War: In Question/Problem 4, students will examine the war itself. Students have a natural interest in this topic and the teacher can capture this interest by focusing on how the war affected individual Americans. The following is a guide for teaching the Civil War.

2. Background on the war is essential. The teacher should have students examine the strengths and weaknesses of the Union and the Confederacy. Students should study one or more battles of the war to understand some of the strategy that shaped the course of the war. The study of the battles of Gettysburg, Shiloh, and Antietam would be useful for this purpose.

3. The focus of this question should be on the people whose lives were impacted by the war. There are a variety of ways to do this:

   - Focus on leaders such as Grant, Lee, Lincoln, and Davis.
   - Study different groups of people such as women, slaves, free African
   - Americans, soldiers, merchants, etc.Focus on key events which affected civilians such as the siege of Vicksburg, the battle of Gettysburg, and the New York City draft riots.

4. Literature and audio–visuals should be used throughout the unit. The Killer Angels by Michael Shaara is an excellent novel, providing an introspective view of military leaders at the battle of Gettysburg. The Red Badge of Courage by Stephen Crane is a realistic depiction of what it was like to fight in the war. Ken Burns's video series, The Civil War, speaks for itself. It is broken into short thematic episodes and is an effective teaching tool. The movie Glory is a dramatic portrayal of Massachusetts 54th Regiment that fought in the war. The movie documents the bravery of these black troops. These are just a few of the many possibilities to enrich lessons on the Civil War.

5. The Civil War was the first American war to be documented extensively by photographs. The accompanying "Photograph Analysis Guide" can be used with any available photographs from the Civil War. Photograph analysis can be used as a jumping off point or as a concluding activity. Civil War photographs are not limited to just battlefield scenes. Although an excellent way to document the activities and horrors of war, students should know that battlefield photographers sometimes composed the picture by moving things and bodies around. Note the following for this activity:

    - Sources of photographs include but are not limited to books, albums, slides, filmstrips, etc.
    - Students should always record accurately the source of a photograph.
    - The photographer may not be known.

6. Another accompanying teacher resource is "Civil War: the First Modern War." This is not meant to be a student handout. The teacher can use the information to supplement their lessons and help students see that the Civil War played a significant role in United States military history.

7. As a concluding activity, students should create a poster or other visual project, such as produce a video, that depicts how the Civil War affected people. This can be a class, group, or individual project.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 4: In what ways were people affected by the Civil War?

Photograph Analysis Guide

Student Researcher:____________________ Date of Analysis:__________________

Information about the photograph:

Size:_____________ Type:_____________ Condition:______________________

Approximate Date Taken:_______________ Location Taken:__________________

Photographer:________________________ Source of Photo:__________________
(if known)

Divide the photo into four equal parts. Rotate through the parts to fill in the chart below with details of the photo.

PEOPLE	OBJECTS	SURROUNDINGS	ACTIVITIES

What are the most important parts of the photo?

Write down questions raised by the photo.

What two conclusions about life during the Civil War can you draw from the photo?

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 4: In what ways were people affected by the Civil War?

Civil War: The First Modern War

In many ways, the Civil War was the first modern war.

Casualties: The number of American casualties was higher in the Civil War than in any other American war. New weapons and outdated military tactics contributed to the high number of casualties.

Weapons: Technology had an impact on the high casualty figures in the war. Many new weapons were used for the first time in the Civil War. Among these were land mines, hand grenades, ironclad ships, repeating rifles, and revolving gun turrets.

Strategies: As the war progressed, military strategy was highly influenced by new technology.

(1) Officers used hot–air balloons and telescopic sights to survey enemy positions.

(2) The telegraph helped generals to communicate much more quickly.

(3) Improvements were made in field fortifications to enable large armies to move efficiently, especially when preparing for battle.

(4) Trench warfare was a war strategy that developed during the Civil War.

(5) The strategy of "destructive war" was also used. Sherman's March is the best example of this. Basically, the invading army would take or destroy anything of value to insure that the enemy would not be able to use it. Railroad stations and tracks were major targets because of their ability to move troops and supplies.

(6) The concept of "unconditional surrender" was also important. This meant that the army would force the enemy to surrender completely without any concessions. This would give the victors more control over the peace arrangements. Ullyses S. Grant was nicknamed "Unconditional Surrender" Grant for his use of this tactic.

(7) Guerrilla warfare was common in the war. Atrocities against unarmed soldiers and civilians took place on each side.

Railroads: Railroads played an important role in supplying armies with food, ammunition, and soldiers. Railroad cars were often armed with artillery.

Profiteers: Many Americans became very wealthy during the Civil War by selling food and supplies to the armies. Often times the suppliers offered inferior products at high prices. The armies were desperate for supplies and would usually pay the high prices.

Hospitals: Field hospitals were important in the Civil War. Women such as Clara Barton and Dorothea Dix played a big role in improving treatment of injured soldiers. However, medical knowledge was not advanced and many more soldiers died of disease than died in battle. The armies developed means of collecting the dead and wounded following a battle. People used dog tags to identify dead bodies on the battlefield.

Prisons: Many soldiers spent the war in prison camps. Prison conditions were not regulated. Many soldiers on both sides died while in prison. The conditions at Andersonville Prison in Georgia were especially harsh.

Photography: The new "science" of photography brought images of the war home to those far away from the battlefields. Americans experienced the horrors of the Civil War more fully than they had any previous war.

Secret Service: Elaborate spy networks were used by both sides to gain knowledge of army movements. Women and slaves played significant roles. Occasionally spies would sabotage strategic locations in enemy territory.

Personnel: Many African Americans fought in the Civil War, most in the Union army. They often but not always fought in segregated regiments. They fought courageously and some were recognized with Congressional honors.

Draft: The first draft in United States history took place in the Confederacy early in the war. Later, young men were drafted into the Union army as well. In both cases, men could pay to hire a substitute in their place. This led to protests and, in some cases, riots.

Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

Objectives: Students will be able to

1. explain what Abraham Lincoln did to preserve the Union.
2. interpret primary resources to determine Lincoln's motivations.
3. evaluate several actions taken by Lincoln to preserve the Union.

Description of lesson/activity:

1. Question/Problem 4 dealt with the Civil War as a whole; Question/Problem 5 concentrates on the leadership of President Abraham Lincoln during the war. The purpose of the lesson is to examine actions Lincoln took to preserve the Union and the reasons he gave to justify his actions.

2. The teacher should divide the class up into small groups and pass out the seven accompanying readings on the actions of Lincoln. Students should follow each of the readings silently while the teacher reads each aloud. Students should use the methods for reading documents (see Unit III for detailed instructions) before discussing the questions posed by the teacher. Below is a short introduction to each reading, followed by questions which may be written on the board, projected on a screen handed out to each group. The teacher may choose to collect answers from the groups or have students write answers in their notebooks. These answers will be useful in completing the culminating activity for this lesson.
   A. First Inaugural Address (March 4, 1861)By the time Lincoln delivered his first inaugural address seven southern states had already seceded. He seemed to direct his speech toward these southern secessionists.

      1. What does Lincoln say about secession in the first paragraph of the excerpt?
      2. According to Lincoln, who will be responsible for starting the war?
      3. According to Lincoln, what is his role as President in the conflict?
      4. What is Lincoln asking for in the last paragraph of the reading?

   B. Suspension of Habeas Corpus (April 27, 1861)Many of Lincoln's actions were unpopular and some were even unconstitutional. The first reading is a letter sent to General Winfield Scott giving the general and his officers the power to suspend the writ of habeas corpus. The second reading is an historical account of the reaction to Lincoln's action.

      1. Define habeas corpus.
      2. Under what two conditions has Lincoln authorized the suspension of habeas corpus?
      3. What does Lincoln mean by the reference to "the enemy in the rear?"
      4. How does he defend his suspension of habeas corpus?
      5. For what reasons does Chief Justice Taney criticize Lincoln's actions?
      6. What is Lincoln's reply to Taney?

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C. Letter to Horace Greeley (August 22, 1862)Lincoln's call to duty to preserve the Union conflicted with his personal conscience. One of the clearest examples of the conflict between the duty of a good official and the conscience of a good person is Lincoln's response to an editorial written by Horace Greeley. Greeley, editor of the New-York Tribune, expressed disappointment with "the policy you seem to be pursuing with regard to the slaves of Rebels." Lincoln's reply is one of the finest statement of the "morality of civic duty" to be found. Lincoln had to compromise his own "personal wish" on freeing the slaves, so that his duty would remain uncompromised. The letter allows students a glimpse of Lincoln the man rather than just Lincoln the President.

1. What is Lincoln saying in the first paragraph?
2. Bracket the sentences which show he has left no doubt as to what his goal is?
3. Underline what he says will not save the Union.
4. What is Lincoln's "personal wish?"
5. Explain why Lincoln would not follow his conscience on this matter.
6. Compare differences in the form of Lincoln's letter to the form used today.

D. Emancipation Proclamation (January 1863)
Lincoln issued the Emancipation Proclamation exactly one month after his response to Greeley. Excerpts of the Proclamation are provided. However, the teacher may choose to use the complete document. The teacher may also want to discuss the reaction to the Proclamation by the Confederacy. A scene in the movie Glory deals with that reaction and the option given to African American Union soldiers and their officers to leave the army.

1. When does this go into effect?
2. Underline the places where the slaves are free.
3. Who is ordered to protect their freedom?
4. Once the slaves are under Union control, what will they do?
5. Why weren't the slaves freed in the border states? (Use your textbook for this answer.)
6. Is this Proclamation consistent with what Lincoln said in his response to Greeley?

E. The Union Draft (March 1863)

In 1863, Lincoln called for a draft when the Union army needed additional troops on all fronts.

1. What arguments were presented in favor of conscription?
2. What arguments were presented against conscription?
3. What tyrannies did the Peace Democrats claim that Lincoln was committing?

F. Gettysburg Address (November 1863)

Thousands listened to this little speech given by Lincoln four months after the Battle of Gettysburg. Today it is known as The Gettysburg Address.

1. According to Lincoln, what was the purpose of his speech?
2. How does Lincoln describe the people who died at Gettysburg?
3. What did Lincoln believe was the task that remained?

G. Second Inaugural Address (March 4, 1865)

Although less well known, this speech may be the only one worthy to stand along side of the great Gettysburg Address. It was delivered at Lincoln's second inaugural, shortly before the end of the war and his assassination.

1. Who did Lincoln blame for starting the war?
2. How does Lincoln say he would treat the South after the war?
3. What other jobs does Lincoln believe need to be done after the war is over?

3. As a concluding activity, students should indicate their understanding of Lincoln's actions through the creation of political cartoons. Students should choose one of the seven actions studied in class. Their assignment should be to create two political cartoons about that action: one, which could be published in a Northern newspaper, should illustrate the Northern view of Lincoln's action; the other, which might be published in a Southern newspaper, should illustrate the Southern view of Lincoln's action. Students should receive a copy of the accompanying "Lincoln Political Cartoon Assessment Criteria" to help them create their cartoons.

4. The teacher should complete the study of Lincoln with a review of his assassination at the close of the Civil War. Numerous materials are available for this lesson, but students should understand that the importance of Lincoln's presidency rests on his work to preserve the Union and not on his tragic death.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

First Inaugural Address (March 4, 1861)

Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them. A husband and wife may be divorced, and go out of the presence, and beyond the reach of each other; but the different parts of our country cannot do this. They cannot but remain face to face; and intercourse, either amicable or hostile, must continue between them. Is it possible then to make that intercourse more advantageous, or more satisfactory, ***after*** *separation than* ***before****? Can aliens make treaties easier than friends can make laws? Can treaties be more faithfully enforced between aliens, than laws can among friends? Suppose you go to war, you cannot fight always; and when, after much loss on both sides, and no gain on either, you cease fighting, the identical old questions, as to terms of intercourse, are again upon you....*

In ***your*** *hands, my dissatisfied fellow countrymen, and not in* ***mine****, is the momentous issue of civil war. The government will not assail* ***you****. You can have no conflict, without being yourselves the aggressors.* ***You*** *have no oath registered in Heaven to destroy the government, while* ***I*** *shall have the most solemn one to 'preserve, protect and defend' it.*

I am loth to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field, and patriot grave, to every living heart and hearthstone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

From Mario M. Cuomo and Harold Holzer, eds., Lincoln On Democracy (New York: HarperCollins Publishers, 1990), pp. 201–209.

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Unit VI: "Now We Are Engaged In A Great Civil War": 1848-1880

Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

Suspension of Habeas Corpus (April 27, 1861)

To the Commanding General of the Army of the United States:

You are engaged in repressing an insurrection against the laws of the United States. If at any point on or in the vicinity of the military line, which is now used between the City of Philadelphia and the City of Washington, via Perryville, Annapolis City, and Annapolis Junction, you find resistance which renders it necessary to suspend the writ of Habeas Corpus for the public safety, you, personally or through the officer in command at the point where the resistance occurs are authorized to suspend that writ.

ABRAHAM LINCOLN

From Mario M. Cuomo and Harold Holzer, eds., Lincoln On Democracy, p. 214

Read the passage on pages 253-254 of With Malice Towards None: The Life of Abraham Lincoln, by Stephen B. Oates (New York: Harper & Row, 1977), regarding suspension of Habeas Corpus. *(Permission to reprint passage denied.)*

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

Letter to Horace Greely (August 22, 1862)

Hon. Horace Greely:	Executive Mansion
Dear Sir	Washington, August 22, 1862.

I have just read yours of the 19th addressed to myself through the *New-York Tribune*. *If there be in it any statements, or assumptions of fact, which I may know to be erroneous, I do not, now and here, controvert them. If there be in it any inferences which I may believe to be falsely drawn, I do not now and here, argue against them. If there be perceptible in it an impatient and dictatorial tone, I waive it in deference to an old friend, whose heart I have always supposed to be right.*

As to the policy I 'seem to be pursuing' as You say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be the 'Union as it was.' [1] *If there be those who would not save the Union, unless they could at the same time* ***save*** *slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time* ***destroy*** *slavery, I do not agree with them. My paramount object in this struggle* ***is*** *to save the Union, and is* ***not*** *either to save or to destroy slavery. If I could save the Union without freeing* ***any*** *slave I would do it, and if I could save it by freeing* ***all*** *the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forebear, I forbear because I do* ***not*** *believe it would help to save the Union. I shall do* ***less*** *whenever I shall believe what I am doing hurts the cause, and I shall do* ***more*** *whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views.*

I have here stated my purpose according to my view of ***official*** *duty, and I intend no modification of my oft-expressed* ***personal*** *wish that all men every where could be free. Yours,*

A. Lincoln

From Foundations of Freedom: Citizenship Education (Albany, NY: Law, Youth and Citizenship Program, New York State Bar Association, 1989).

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[1] At this point Lincoln crossed out the following sentence: "Broken eggs can never be mended, and the longer the breaking proceeds the more will be broken."

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

Emancipation Proclamation (January 1, 1863)

By the President of the United States of America:

A Proclamation

Whereas, on the twentysecond day of September, in the year of our Lord one thousand eight hundred and sixty two, a proclamation was issued by the President of the United States, containing, among other things, the following, towit:

'That on the first day of January, in the year of our Lord one thousand eight hundred and sixty–three, all persons held as slaves within any state or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom....'

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander–in–Chief of the Army and Navy of the United States in time of actual armed rebellion against authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, towit:

[Listing of states and parts of states in rebellion is deleted.]

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self–defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: **ABRAHAM LINCOLN**

WILLIAM H. SEWARD, Secretary of State.

Unit VI: "Now We Are Engaged In a Great civil War": 1848-1880

Question /Problem 5: What did Abraham Lincoln do to preserve the Union?

The Union Draft (March 1863)

Read the passage regarding the Union Draft on page 371 in With Malice Towards None: The Life of Abraham Lincoln, by Stephen B. Oates (New York: Harper & Row, 1977), regarding suspension of Habeas Corpus. *(Permission to reprint passage denied.)*

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

Gettysburg Address (November 1863)

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggle here, have consecrated it far above our poor power to add or detract. The world will little note nor for long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

From Eyewitnesses and Others: Readings in American History, vol. I: Beginnings to 1865, pp. 411–412.

Unit VI: "Now We Are Engaged In A Great Civil War": 1848–1880

Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

Second Inaugural Address (March 4, 1865)

> *On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to* ***saving*** *the Union without war, insurgent agents were in the city seeking to* ***destroy*** *it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties depreciated war, but one of them would* ***make*** *war rather than let the nation survive, and the other would* ***accept*** *war rather than let it perish, and the war came.*
>
> *...Neither party expected for the war the magnitude or the duration which it has already attained...*
>
> *With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.*

From Diane Ravitch, ed., The American Reader: Words That Moved A Nation, pp. 151–153.

Unit VI: "Now We ARe Engaged in A Great Civil War": 1848-1880

Question/Problem 5: What did Abraham Lincoln do to preserve the Union?

Lincoln Political Cartoon: Assessment Criteria

Point of View: The political cartoons accurately represent both Northern and Southern points of view about one of Lincoln's actions.	The political cartoons clearly show both sides.	5______
	The cartoons show both sides fairly accurately.	4______
	One side is shown fairly accurately.	3______
	Neither side's point of view is accurately shown.	2______
	The cartoons do not show views on the topic.	1______
Meaning: The meaning of both cartoons can easily be understood.	The meanings of both are easily understood.	5______
	The meanings of both are fairly clear.	4______
	The meaning of at least one can be understood.	3______
	It is difficult [illegible] understand either meaning.	2______
	The meanings of both cannot be understood.	1______
Symbols: The symbols used in the cartoons clearly stand for what the author intended.	All of the symbols chosen are clear.	4______
	Most of the symbols are clear.	3______
	Some of the symbols are clear, many are not.	2______
	The symbols chosen for the cartoons are unclear.	1______
Neatness:	The cartoons are neatly drawn.	3______
	The cartoons are fairly neat.	2______
	The cartoons appear to be messy.	1______

17-15 = Excellent
14-13 = Good
12-11 = Satisfactory
13-10 = Needs Improvement
8- 4 = Unsatisfactory

TOTAL SCORE__________

TOTAL GRADE__________

Unit VII: "What, Then, Is This American?" ca. 1865 - 1900

Contents and Understandings:

1. In the South, Reconstruction promised African Americans a better way of life.
2. The failure of Reconstruction led to a segregated South by the end of the 19th century.
3. Westward expansion changed the lives of Indians in many ways.
4. America's western frontiers during this period were settled by such people as miners, cattlemen, and homesteaders.
5. America became an industrial giant through the efforts of many people.
6. Unions formed as a response to the rapid, unbridled, and unregulated growth of industry.
7. America is a nation of immigrants.
8. America at the end of the 19th century was a diverse mosaic of people and their ways of life.

Teacher's Rationale:

The focus of this unit is on people and their contributions to the rapid change and growth of the United States in the last half of the 19th century. The unit is divided into lessons that examine life in the South, the West and the North, with an emphasis on the vast diversity of people both within and between the geographic regions.

The purpose of the summative activity is to draw the attention of students to the similarities within the diversity of Americans, in the hope that they can then appreciate the title of this unit, "What, then, is this American?"

Table of Contents

- **Question/Problem 1:** In what ways did the 13th, 14th, and 15th Amendments exemplify the ideals of Reconstruction?
- **Question/Problem 2:** What were the political, economic, and social reasons for the failure of Reconstruction?
- **Question/Problem 3:** What was it like to live under segregation?
- **Question/Problem 4:** What was the West like for miners, cattlemen, and homesteaders?
- **Question/Problem 5:** What was the impact of westward expansion on Indians?
- **Question/Problem 6:** What were the major inventions and new technologies of the late 1800s?
- **Question/Problem 7:** Were industrial leaders "captains of industry" or "robber barons?"
- **Question/Problem 8:** What pushed immigrants from their homelands and pulled them to the United States?
- **Question/Problem 9:** What effects did immigrants have on the United States?
- **Question/Problem 10:** Describe the working conditions in factories in the late 19th century.
- **Question/Problem 11:** How did workers react to working conditions in the late 19th century?
- **Question/Problem 12:** Describe America at the close of the 19th century.

Unit VII: "What, Then, Is This American?" ca. 1865 - 1900

Question/Problem 1: In what ways did the Thirteenth, Fourteenth, and Fifteenth amendments exemplify the ideals of Reconstruction?

Objectives: The student will be able to:

1. understand the Thirteenth, Fourteenth and Fifteenth amendments to the United States Constitution.

2. use these three amendments to discern the evolving goals of Reconstruction.

Description of lesson/activity:

1. Students should read about Reconstruction and specifically the Thirteenth, Fourteenth and Fifteenth Amendments.

2. Students should be assigned the accompanying "Reconstruction Amendments" worksheet to be completed either individually or in groups. (Note: These are the first primary resource readings in the eighth grade curriculum. The teacher may wish to review with students the steps suggested for reading primary documents. See Unit III, Question/Problem 2 for a complete explanation of this method).

3. The teacher should lead a class discussion on the goals of Reconstruction based on student answers to the worksheet. The following goals are key:

   - Freedom and voting rights for former slaves
   - Punishment of former confederates
   - Control of Southern states

4. The teacher may wish to review additional sections of the 14th Amendment not included on the worksheet which discusses apportionment of representation and government debt.

Resources:

1. "Reconstruction Amendments" Worksheet

2. Student textbook

Unit VII: What, Then, Is This American? ca. 1865-1900

Question/Problem 1: In what ways did the Thirteenth, Fourteenth and Fifteenth amendments exemplify the goals of Reconstruction?

Reconstruction Amendments

Directions: Read the following portions of these amendments to the United States Constitution. On the next page, fill in the chart and answer the questions.

Amendment 13

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Amendment 14

Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 3. No person shall be a Senator or Representative in Congress or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by vote of two-thirds of each house, remove such disability.

Amendment 15

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or any state on account of race, color, or previous condition of servitude.

	Amendment 13	Amendment 14	Amendment 15
What rights and privileges were extended by each amendment?			
To whom were rights and privileges extended by each amendment?			
What rights and privilegeswere denied by each amendment?			
To whom were rights and privileges denied?			

In whom did authors of these three amendments place their trust?

Who did they not trust?

Unit VII: What, Then, Is This American? ca. 1865-1900

Question/Problem 2: What were the political, economic, and social reasons for the failure of Reconstruction?

Objectives: The student will be able to:

1. describe significant events during Reconstruction in the South.
2. classify these significant events under the categories of political, economic, and social.
3. explain why these significant events led to the failure of Reconstruction.

Description of lesson/activity:

1. The teacher should through lecture, textbook, or other resources provide the student opportunities to learn chronological information about Reconstruction in the South. This should include but not be limited to:

   - Debates between Moderate and Radical Republicans
   - Corruption of Southern governments including carpetbaggers and scalawags
   - Rise of Ku Klux Klan
   - Development of sharecropping
   - Passage of federal laws such as the Reconstruction Act (1867) and the Amnesty Act (1872)
   - Compromise of 1877 following Hayes-Tilden Election

   At the end of this activity students should have a list of the events which will be used in #2 below.

2. Students should be assigned the accompanying "Failure of Reconstruction" worksheet. The teacher will aid in the classification activity following the directions on the worksheet, While events may be fit in more than one category, the teacher should encourage the students to classify each event in the one category which best describes its significance; the teacher may wish to monitor, and limit debate regarding correct categories. The worksheet is designed to show the overlap and interdependence of these events and categories.

Resources:

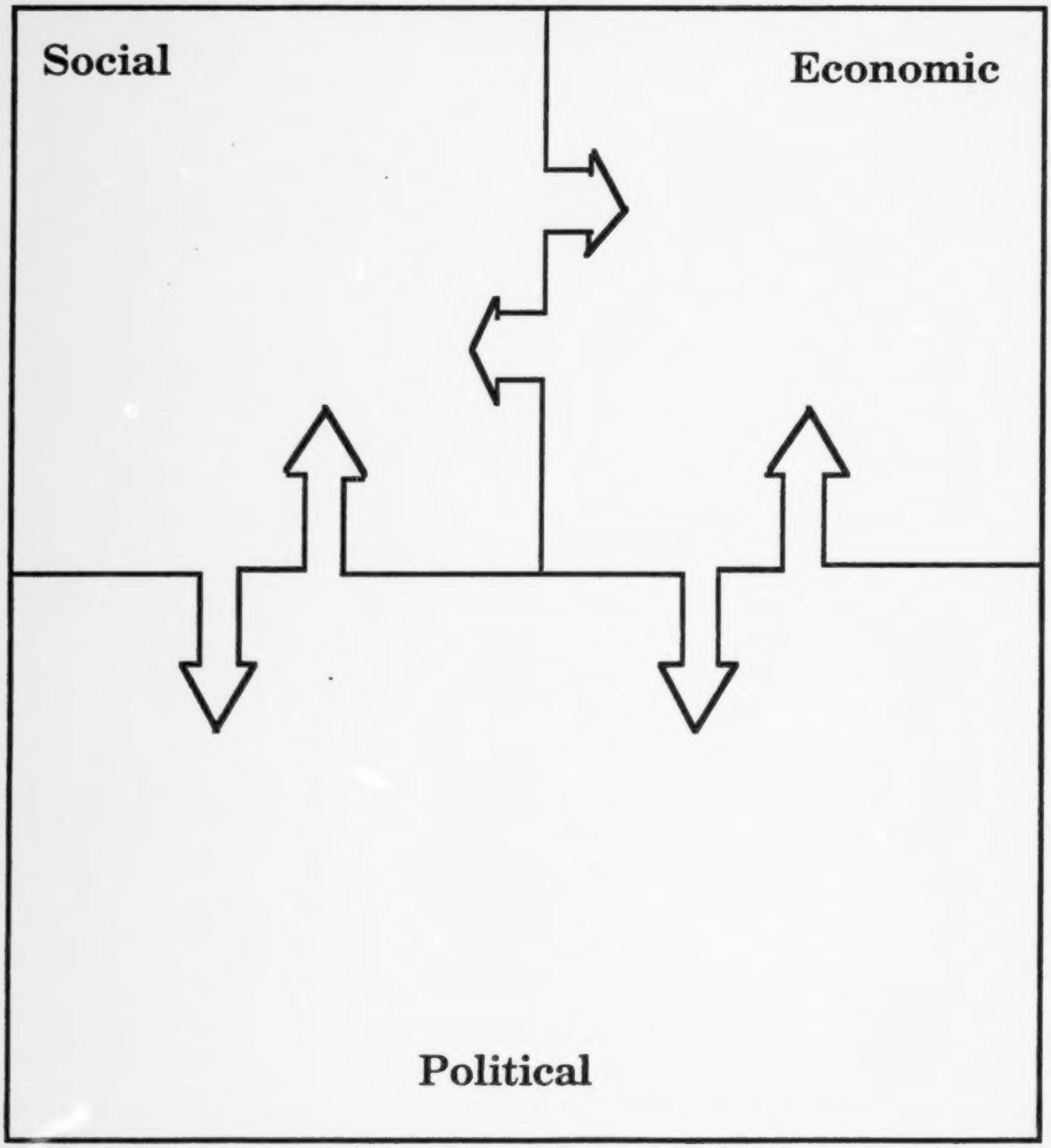
1. "Failure of Reconstruction Worksheet"
2. Student Textbook

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 2: What were the political, economic and social reasons for the failure of Reconstruction?
Failure of Reconstruction Worksheet

Directions:

Classify the list of events developed in class dealing with the failure of Reconstruction. While events may fit in more than one category, you must write each event in one of the three boxes below which best describes its significance.



Unit VII: "What, Then, Is This American?"

Question/Problem 3: What was it like to live under segregation?

Objectives: The student will be able to:

1. explain the tenets of Plessy v. Ferguson and the Jim Crow laws that separated the races in the South in the 1890s.
2. appreciate the feelings on both sides engendered by the separation.

Description of lesson/activity:

1. The teacher should create cooperative learning groups (three students preferable) for the following lesson. Groups should then be given these directions:
    - As a group of Supreme Beings your task is to create a series of laws to separate Supreme Beings from Lesser Beings.
    - You must legislate how you will deal with keeping Supreme Beings separated and pure while at the same time making these Lesser Beings useful to you. Your written laws should include a preamble which explains why it is desirable (the rationale) to make such laws.
2. The teacher should encourage students to keep this in the abstract creative mode. They should not model this after specific Jim Crow laws of the late 1800s.
3. Following this activity, the teacher should facilitate a debriefing period during which each group has an opportunity to share their laws. Discuss what similarities and differences can be noted among sets of laws. Discuss how students would feel if they were Supreme Beings? Lesser Beings?
4. Using copies of the accompanying summary of Plessy v. Ferguson (1896) and descriptions of actual Jim Crow laws, students should compare their laws to these examples of post- Reconstruction legislation.
    - How are they similar?
    - How are they different?
    - What would be people's (whites, African Americans) reactions to both the laws written in class and those actually in force in the 1890s?

Resources:

1. Summary of Plessy v. Ferguson
2. Examples of Jim Crow Laws

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 3: What was it like to live under segregation?

Summary of Plessy v. Ferguson (1896)

Facts

In 1892, Plessy purchased a first class ticket on the East Louisiana Railway, from New Orleans to Covington, Louisiana. Plessy, who was of racially mixed decent (one-eight black and seven-eighths Caucasian), was a United States citizen and a resident of the state of Louisiana. When he entered the train, he took a seat in the coach where only whites were permitted to sit. He was told by the conductor to leave the coach and to find another seat on the train where non-whites were permitted to sit. Plessy did not move and was ejected with force from the train. Plessy was sent to jail for violating the Louisiana Act of 1890, which required railway companies to provide "separate but equal" accommodations for white and black races. Plessy argued that this law was unconstitutional.

Issue

Whether laws which provided for the separation of races violated the rights of blacks as guaranteed by the equal protection clause of the Fourteenth Amendment.

Opinion

The Supreme Court of the United States held that the Louisiana Act, which stated that "all railway companies were to provide equal but separate accommodations for white and black races" did not violate the Constitution. This law did not take away from the federal authority to regulate interstate commerce, nor did it violate the Thirteenth Amendment, which abolished slavery. Additionally, the law did not violate the Fourteenth Amendment, which gave all blacks their constitutional rights. The Court believed that "separate but equal" was the most reasonable approach considering the social prejudices which prevailed at the time.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 3: What was it like to live under segregation?

Examples of Jim Crow Laws

Directions: Read the following descriptions of the effects of Jim Crow Laws

In Oklahoma, telephone booths were segregated. Mississippi had separate soft-drink machines for blacks and whites. In Atlanta, Georgia, an Afro-American could not "swear to tell the truth" on the same Bible used by white witnesses. In North Carolina, factories were separated into black and white sections. In some Alabama towns it was against the law for blacks and whites to play cards, checkers, dominoes, or other games together on athletic teams. In Florida, school textbooks for white and black students were segregated in separate warehouses. In Washington, D.C., black people could not bury their dead dogs or cats in the same pet cemeteries used by whites. Public parks were segregated. Even jails and prisons had separate sections for black prisoners.

From Kenneth Gamerman, Executive Editor, Afro-American History Series, Volume 3, Separate and Unequal-1865-1910 (Chicago: Encyclopedia Britannica Educational Corporation, 1969), p. 89.

Some of the Jim Crow laws seem silly to anyone who has not had to live under them. One law tried to stop black and white cotton-mill workers from looking out the same window! Another, in Birmingham, Alabama, said blacks and whites could not play checkers or dominoes together. In Mobile, Alabama, Negroes had to be off the streets by ten o'clock each evening.... White taxi drivers could not carry black passengers; Negro drivers could not accept white passengers. There were Jim Crow elevators in office buildings. A black child could not buy an-ice-cream cone at a white stand. A black college professor--or any other black American--could not use a public library. Jim Crow was the way of life; its touch soiled each day of a Negro's life.

All parts of life were segregated. Laws were passed to prevent marriage between whites and blacks. There were separate hospitals for the two races. White nurses could not treat black men.. Even a dying Negro would not be admitted to a "white" hospital. Southern states ran separate orphan homes for black and white children. Some states had separate prisons. If an Afro-American wanted to attend a theater or a movie, he had to buy his ticket at a separate booth. He had to enter by a separate entrance. He had to sit in the balcony, well apart from any white people. Each black person all his life was kept apart from white people. Then, when he died, he had to be buried from a black funeral home in a black cemetery. This was Jim Crow from birth to death.

From Jawn A. Sandifer, Editor, The Afro-American in United States History (New York: Globe Book Company, 1969), p. 214.

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Question/Problem 4: What was the West like for miners, cattleman, and homesteaders?

Objectives: The students will be able to

1. appreciate the personal characteristics of the men and women who settled the West.

2. draw conclusions from a variety of primary resources.

Description of lesson/activity:

1. The teacher should preface the lesson with the following explanation:

   Of the many groups of people who went west, perhaps the most unique were the "searchers." The searchers of the West looked for treasures of many kinds. Some came in search of gold, silver, and timber, while others sought to ranch or farm the land that produced these treasures. Miners, cattlemen, and homesteaders are three groups of settlers who represent the pioneering spirit which helped to settle the West. These people all appeared to possess similar qualities such as bravery, patience, persistence, self reliance, and the ability to work hard. (The teacher may wish to allow students to brainstorm additional traits).

2. Each student should be assigned to read one set of the accompanying primary source materials; approximately one third of the class might read about miners, an equal group read about cattlemen, and a third group read about homesteaders. As they complete this assignment, students should fill in the accompanying chart, "Worksheet for Gathering Information."

3. The class then should data bank the information about the Westerners, exploring through small group or whole class discussion the similarities in characteristics of these three groups of men and women.

4. As a culminating activity, students could assume the role of one of these Westerners. They might write home, describing their lives in the west, including in their descriptions at least three of the characteristics researched in the above lesson. An assessment criteria for this letter accompanies this question/problem. Alternatively, they could write a similar letter describing how members of all three groups demonstrated the same characteristic in their different ways of life. For extra credit, students might want to create railroad posters or advertisements which convince people to move west to become miners, cattlement and/or homesteaders.

Resources:

1. Readings on miners, cattlemen, and homesteaders.

2. Chart, "Worksheet For Gathering Information."

3. "Assessment Criteria: Letter About the West."

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Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteader?

Worksheet for Gathering Information

Category of Settler: ____________________

Quality Sources	Examples of	
Bravery		
Patience		
Persistence		
Self Reliance		
Ability to Work Hard		

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Miners' Reading #1

In the Spring of 1876 the rush to the Black Hills officially began, as thousands poured into the mountains from points east, west, and south, bound for the diggings in Deadwood Gulch. Predictably, only those who arrived as early as February were able to locate claims worth the effort of working; Deadwood's placers were rich but limited in extent to a few rich outcroppings and washes, which were taken up quickly. According to the patterns of tradition, disappointed miners then scattered into the gullies and gulches north and south of Deadwood. Among them were the Manuel brothers, Fred and Moses, veterans of gold fields in Montana, Utah, Idaho, Nevada, California, Arizona, and Alaska. For nearly ten years they had haunted the mining camps of the West without success and were giving it another try in the Black Hills. After dismissing the possibility of finding a paying claim amid the crowded throng of Deadwood Gulch, the brothers wandered up to the mouth of Bobtail Gulch and with two partners began prospecting in earnest. Three months later, they found what they had spent nine years searching for.

In 1903, Moses Manuel related the circumstance of their discovery: 'Toward spring, in the latter part of March or April, four of us found some rich float quartz. We looked for the lode but the snow was deep and could not find it. When the snow began to melt I wanted to go and hunt it up again but my three partners wouldn't look for it as they did not think it was worth anything. I kept looking every day for nearly a week, and finally the snow melted on the hill and the water ran through the draw which crossed the lead and I saw some quartz in the bottom and the water running over it. I took a pick and tried to get some out and found it very solid, but I got some out and took it to camp and pounded it up and panned it and found it very rich. Next day Hank Harney consented to come and located what we called the Homestake, the 9th of April, 1876. We started to dig a discovery shaft on the other side of this little draw and the first chunk of quartz weighed about 200 pounds and was the richest ever taken out. We came over next day and ran an open cut and found we had a large deposit of a rich grade ore. We ran a big open cut and saved the best quartz by itself. Afterwards we built a road to Whitewood and brought an ox team and wagon, built an arrastra [an ore-crushing machine] and hauled the ore over. We ran the arrastra the following winter and took out $5,000.'

By fall, the brothers and their partners had added a claim to the Old Abe, next to the Homestake, and that same year started producing ore as rich as that at the original discovery. At the end of the year, the mines were both producing steadily, and a ten-stamp mill had been installed by Moses to pulverize the ore more efficiently than the arrastra. The hills above and below them were a welter of claims and working mines, as prospectors hurried into the area to tap into the great discovery, and a town had been laid out and christened Lead (pronounced to rhyme with 'greed') City.

From T.H. Watkins, Gold and Silver in the West (Palo Alto, CA: American West Publishing Company, 1971), pp. 112-113.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen and homesteaders?

Miners' Reading #2

True knowledge of the nature of silver mining came fast enough. We went out 'prospecting' with Mr. Ballou. We climbed the mountainsides, and clambered among sagebrush, rocks, and snow till we were ready to drop with exhaustion, but found no silver--nor yet any gold. Day after day we did this. Now and then we came upon holes burrowed a few feet into the declivities and apparently abandoned; and now and then we found one or two listless men still burrowing. But there was no appearance of silver. These holes were the beginnings of tunnels, and the purpose was to drive them hundreds of feet into the mountain, and someday tap the hidden ledge where the silver was. Someday! It seemed far enough away, and very hopeless and dreary. Day after day we toiled, and climbed and searched, and we younger partners grew sicker and still sicker of the promiseless toil. At last we halted under a battling rampart of rock which projected from the earth high upon the mountain. Mr. Ballou broke off some fragments with a hammer, and examined them long and attentively with a small eyeglass; threw them away and broke off more; said this rock was quartz, and quartz was the sort of rock that contained silver. Contained it! I had thought that at least it would be caked on the outside of it like a kind of veneering, He still broke off pieces and critically examined them, now and then wetting the piece with his tongue and applying the glass. At last he exclaimed: 'We've got it!'

We were full of anxiety in a moment. The rock was clean and white, where it was broken, and across it ran a ragged thread of blue. He said that little thread had silver in it, mixed with base metals, such as lead and antimony, and other rubbish, and that there was a speck or two of gold visible. After a great deal of effort we managed to discern some little fine yellow specks, and judged that a couple of tons of them massed together might make a gold dollar, possibly. We were not jubilant, but Mr. Ballou said there were worse ledges in the world than that. He saved what he called the 'richest' piece of the rock, in order to determine its value by the process called the 'fire assay.' Then we named the mine 'Monarch of the Mountains'.

From Mark Twain, Roughing It (New York: Signet Classic, 1962), pp. 163-164.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Miners' Reading #3

Another of Arizona's picturesque gold towns was Tombstone, in the southeast corner of the present state. That name was originated by Ed Schieffelin, a soldier stationed at a nearby army post, Fort Huachuca. According to the story, when Schieffelin set out from the fort on a prospecting trip into the Apache-infested back country, he was told by a fellow soldier, 'Instead of a mine, you'll find a tombstone.' Schieffelin kept the warning in mind, and when he happened on a promising outcrop of rock and staked out a claim, he called it Tombstone.

Later, in 1878, he, his brother Al, an assayer named Gird and several others returned and filed a number of additional claims, to which they gave such names as Lucky Cuss, Tough-Nut, Goodenough and East Side. Some development work was done, but the yield was so meager that most of the original group gave up in disgust. On leaving they suggested that Tombstone be rechristened Graveyard because, they said, it was the spot where they had 'buried their hopes.' Those who remained were themselves on the point of leaving when Ed Schieffelin struck a ledge so rich as to set off a concerted rush into the district. By the end of 1879 Tombstone had forty houses, several hundred tents, and a population of one thousand; two years later that number had increased sevenfold.

Tombstone remained a large producer of gold and silver for more than ten years. But in the early 1880s, a decline set in--largely because the amount of water flowing into the mine shafts made it unprofitable to operate below the 500-foot level--and by 1890 its population had shrunk to less than two thousand. However, its mines continued to be worked intermittently for many years longer. During the first sixty years they added an estimated eighty million dollars to the world's supply of gold and silver.

From Jay Monaghan, ed., American West (New York: Bonanza Books, 1963), p. 155.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Miners' Reading #4

As the miners probed deeper, the temperature on the lower levels rose steadily, reaching 120 degrees at 2,300 feet, and continued to rise with each additional foot. In one property, the Crown Point, it eventually reached a fantastic 150 degrees--a circumstance that prompted a Virginia City editor to boast that the Comstock mines were not only the world's richest, but were also incomparably the hottest.

Working in such temperatures was an ordeal only the hardiest could endure, and then for only brief periods. Yet somehow the ore was got out. Miners wearing nothing but breech-clothes and shoes pecked away at the faces of the slopes, their pick bundles and drills wrapped in cloth that every few minutes had to be dipped in ice water. Huge quantities of ice were lowered down the shafts. In the summer of 1878 the daily allotment was ninety-five pounds per man; a total of more than two million pounds were used that year. One account tells of 'half-fainting men' who chewed bits of ice to cool their throats, and 'carried lumps in their clenched hands.' Only the introduction of power-operated Burleigh drills permitted the work to continue; to swing a pick or use a hand drill would have been impossible. Even with such tools, production fell off to the point where it took four men to accomplish what ordinarily would have been done by one.

Exposed to such temperatures [wrote one visitor], and breathing the stagnant air, the men spent forty-five minutes of each hour beneath the nearest air-vent, going forward to their stations for successive brief periods and returning bathed in sweat and often bent over with cramps. The pain of these 'stomach knots' was intense; workmen so stricken were hurried to the surface and given rigorous massage treatment until the perspiration began to flow, whereupon they returned to their posts, seemingly as well as ever. There were occasional deaths, but on the whole the miners--picked men all--came through the ordeal well. Usually they spent no more than a week in the deepest parts of the mines: they were then transferred to workings nearer the surface, whereupon they rapidly put on the weight they had sweated off in the inferno-like areas below.

From Jay Monaghan, ed., American West (New York: Bonanza Books, 1963), p. 160.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteader?

Cattlemen Worksheet #1

I was with what is known as the Shoesole outfit on the banks of the Oyee river in Idaho in July, 1889. There were thirty-eight cowboys in the camp, and on July 23rd we had just completed a roundup of beef cattle that we were to drive to Shoshone Falls to ship east. There were between 1,700 and 2,000 head of big steers in the band, and we had them all safely bunched for the night. There was a storm brewing all the afternoon and the boss cowboy, Coon Foster, thought we had best not unsaddle our ponies at all that night. He laid his uneasiness to the weather, and most of the boys in the outfit took it for granted that... was what was troubling him, but when we crossed a creek I saw moccasin tracks... and I knew better.

I knew that Foster had seen 'em, too, and it was Indians and not weather that worried him. About six o'clock in the evening it commenced to rain, and Foster stationed six of the cowboys, myself among the number ... as guards over the camp and cattle....

Everything was quiet, seemingly, but I heard several suspicious sounds, coyote barks and other noises.... Suddenly a big steer that stood far out on the mesa beyond the herd twisted his tail and let out a bellow that would raise the dead. In an instant the entire herd was on its feet. They came straight at me and only about fifty yards away. Foster came at me yelling like mad for the boys to saddle up and get the cattle stopped. He had just reached my side when the leaders of the herd surrounded us. Our ponies turned and ran with them. The bellowing and rearing of the cattle was frightful.

We were managing to get the steers nearest us separated a trifle so as to get room to turn, and had a fair chance of getting out of the bunch, when Foster's horse stumbled and fell. My pony fell over him and I landed between his body and that of Foster's horse, and that is the only thing that saved my life. The whole herd tumbled and pitched and tossed over us. Foster was literally mangled to sausage meat. His horse was little better, and mine was crushed into a bloody mass. I found that I could not get up, for my leg was broken just below the thigh. I was soon cared for, however, and in six weeks was all right and on the range again. We found 341 dead cattle, two dead horses, one dead cowboy and two more with broken legs after the herd had passed. Indians had stampeded the herd.

From Clifford P. Westermeier, ed., Trailing the Cowboy: His Life and Lore as Told by Frontier Journalists (Caldwell, ID: Caxton Printers, Ltd., 1955), pp. 95-97.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Cattlemen Worksheet #2

All through the blistering, sunburned day, the bunch of cattle, guarded by the men.... crawl slowly to the north.... At night a gently sloping hillside is picked to bed the cattle on. The range boss, assisted by the riders... rounds up and stops the herd.... Nine riders are divided into three guards of three men each--the first to ride herd until eleven o'clock, the second going on until three o'clock and the third holding the herd until morning.

'It looks like it might be a bad night,' says the range boss, 'so you all better ketch up and saddle your night ponies and be ready to go on herd any minute.'

Supper of bacon, biscuit and canned sweet corn is over and every man's best horse, brought up and saddled, is left to wait any necessity which may arise. By eight o'clock each tired rider not on herd is asleep in his blankets. Two hours go by.... Suddenly a flash of lightning blazes on the northwest and soon a dull rumble of thunder follows....

All hands are roused out and, grumbling... ride to the herd. A stampede must be avoided for with so many grazing cattle in a herd it would be doubly disastrous. The riders... go circling about the herd... accompanying their efforts with whistle, song and shout. Meanwhile the rain begins... The lightning grows brighter... The thunder... has grown into a constant, neverending roar, and the frightened herd with heads upraised and glaring eyes push about, ready on the instant to stampede. This would mean serious business, this turning $100,000 worth of cattle loose in pitch darkness, to break their scampering legs and frightened necks over precipice and rock. So the boys crowd upon the herd, still circling it, riding harder and singing louder than ever.

At last morning breaks and the storm... dies away. The herd again is composed and the tired boys... come riding up to breakfast.

From Clifford P. Westermeier, ed., Trailing the Cowboy: His Life and Lore as Told by Frontier Journalists, pp. 67-69.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Cattlemen Worksheet #3

Holding the herd this third night required all hands. Only a few men at a time were allowed to go into camp and eat, for the herd refused even to lie down. What few cattle attempted to rest were prevented by the more restless ones. By spells they would mill, until riders were sent through the herd at a break-neck pace to break up the groups. During these milling efforts of the herd, we drifted over a mile from camp; but by the light of moon and stars and the number of riders, scattering was prevented. As the horses were loose for the night, we could not start them on the trail until daybreak gave us a change of mounts, so we lost the early start of the morning before.

Good cloudy weather would have saved us, but in its stead was a sultry morning without a breath of air, which bespoke another day of sizzling heat. We had not been on the trail over two hours before the heat became almost unbearable to man and beast. Had it not been for the condition of the herd, all might yet have gone well; but over three days had now elapsed without water for the cattle, and they became feverish and ungovernable. The lead cattle turned back several times, wandering aimlessly in any direction, and it was with considerable difficulty that the herd could be held on the trail. The rear overtook the lead, and the cattle gradually lost all semblance of a trail herd. Our horses were fresh, however, and after about two hours' work, we once more got the heard strung out in trailing fashion; but before a mile had been covered, the leaders again turned, and the cattle congregated into a mass of unmanageable animals, milling and lowing in their fever and thirst. The milling only intensified their sufferings from the heat, and the outfit split and quartered them again and again, in the hope that this unfortunate out-break might be checked. No sooner was the milling stopped than they would surge hither and yon, sometimes half a mile, as ungovernable as the waves of an ocean. After wasting several hours in this manner, they finally turned back over the trail, and the utmost efforts of every man in the outfit failed to check them. We threw our ropes in their faces, and when this failed, we resorted to shooting; but in defiance of the fusillade and the smoke they walked sullenly through the line of horsemen across their front. Six-shooters were discharged so close to the leaders' faces as to singe their hair, yet, under a noonday sun, they disregarded this and every other device to turn them, and passed wholly out of our control.

From Andy Adams, The Log of a Cowboy: A Narrative of the Old Trail Days (Boston: Houghton Mifflin Co., 1903); found in Frank Bergon and Zeese Papanikolas, eds., Looking Far West: The Search for the American West in History, Myth and Literature (New American Library) pp. 277-278.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Homesteaders' Reading #1

Reaping generally came about the 20th of July, the hottest and driest part of the summer, and was the most pressing work of the year. It demanded early rising for the men, and it meant an all day broiling over the kitchen stove for the women. Stern, incessant toil went on inside and out from dawn until sunset, no matter how the thermometer sizzled. On many days the mercury mounted to ninety-five in the shade, but with wide fields all yellowing at the same moment, no one thought of laying off. A storm might sweep it flat, or if neglected too long, it might 'crinkle.'

Our reaper in 1874 was a new model of the McCormick self-rake.... True the McCormick required four horses to drag it but it was effective. It was hard to believe that anything more cunning would ever come to claim the farmer's money. Weird tales of a machine on which two men rode and bound twelve acres of wheat in ten hours came to us, but we did not... believe these reports. On the contrary we accepted the-self-rake as quite the final word in harvesting machinery and cheerily bent to the binding of sheaves with their own straw in the good old time-honored way.

No task save that of 'cradling' surpassed in severity 'binding on a station.' It was a-full-grown man's job, but every boy was ambitious to try his hand, and when at fourteen years of age I was promoted from 'bundle boy' to be one of the five hands to bind after the reaper, I went to my corner with joy and confidence....

I was short and broad-shouldered with large strong hands admirably adapted for this work, and for the first two hours, easily held my own with the rest of the crew, but as the morning wore on and the sun grew hotter, my enthusiasm waned.... My breakfast had been ample, but no mere stomachful of food could carry a growing boy through five hours of desperate toil. Along about a quarter to ten, I began to scan the field with anxious eye, longing to see my sister Harriet and the promised luncheon basket.

Just when it seemed that I could endure the strain no longer she came bearing a jug of cool milk, some cheese and some deliciously fresh fried-cakes. With keen joy I set a couple of tall sheaves together like a tent and flung myself down flat on my back in their shadow to devour my lunch.... It took resolution to rise and go back to my work, but I did it, sustained by a kind of soldierly pride.

At noon we hurried to the house, surrounded the kitchen table and fell upon our boiled beef and potatoes with such ferocity that in fifteen minutes our meal was over.... Then came a heavenly half-hour of rest on the cool grass in the shade of the trees... but alas!-- this 'nooning,' as we called it, was always cut short by father's word of sharp command, 'Roll, out boys!'.... Again the big white jugs were filled at the well, the horses, lazy with food, led the way back to the field, and the stern contest began again.

From Hamlin Garland, A Son of the Middle Border (New York: MacMillan Co., 1923), pp. 148-151.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Homesteaders' Reading #2

I am very enthusiastic about women homesteading. It really requires less strength and labor to raise plenty to satisfy a large family than it does to go out to wash, with the added satisfaction of knowing that their job will not be lost to them if they care to keep it. Even if improving the place does go slowly, it is that much done to stay done. Whatever is raised is the homesteader's own, and there is no house-rent to pay. This year Jerrine cut and dropped enough potatoes to raise a ton of fine potatoes. She wanted to try, so we let her, and you will remember that she is but six year old. We had a man to break the ground and cover the potatoes for her and the man irrigated them once. That was all that was done until digging time, when they were ploughed out and Jerrine picked them up. Any women strong enough to go out by the day could have done every bit of the work and put in two or three times that much, and it would have been so much more pleasant than to work so hard in the city and then be on starvation rations in the winter.

To me, homesteading is the solution of all poverty's problems, but I realize that temperament has much to do with success in any undertaking, and persons afraid of coyotes and work and loneliness had better let ranching alone. At the same time, any woman who can stand her own company, can see the beauty of the sunset, loves growing things, and is willing to put in as much time at careful labor as she does over the washtub, will certainly succeed; will have independence, plenty to eat all the time, and a home of her own in the end.

From Elinore Pruitt Stewart, Letters of a Woman Homesteader (Lincoln, NE: University of Nebraska Press, 1961), pp. 214-215.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Homesteaders' Reading #3

These solitary women, longing to catch a glimpse of one of their own sex, swept their eyes over the boundless prairie and thought of the old home in the East. They stared and stared across space with nothing to halt their gaze over the monotonous expanse. Sometimes the burning prairie got to staring back and they lost their courage. They saw their complexions fade as the skin became dry and leathery in the continual wind. Their hair grew lifeless and dry, their shoulders early bent, and they became stooped as they tramped round and round the hot cookstove preparing the three regular though skimpy meals each day. There was little incentive to primp and care for one's person. Few bothered much about brushes and combs. Hollow-eyed, tired, and discouraged in the face of summer heat, drought, and poverty, they came to care little about how they looked. Some begged their husbands to hitch up the team, turn the wagon tongue eastward, and leave the accursed plains which were never meant for human habitation. They were willing to sell out for a song - anything to get out of the country. Letters from home during droughts and grasshopper years, telling of the good crops in the old home, accentuated this feeling.

How much of the retreat from the frontier from time to time was due to the women, is not known, but it is certain that many stayed until the prairie broke thin in spirit or body while others fled from the monotonous terror of it.

There was nothing to do or see and nowhere to go. The conversation each day was a repetition of that of the day before and was primarily concerning the terrible place where they had to live. Even the children felt the monotony of the life. One day in the eighties in southwestern Kansas a little boy came into the house to this mother and, throwing himself on the floor in hopeless grief, exclaimed, "Mamma, will we always have to live here?" When she hopelessly replied in the affirmative, he cried out in desperation, "And will we have to die here, too?"

By no means were all the women crushed and defeated by the rude frontier. Many a member of the fairer sex bore her loneliness, disappointment, and heart aches without complaint. Brushing away the unbidden tears, she pushed ahead, maintaining her position by the side of her hardy husband, a fit companion of the resolute conqueror of the plains. Together the two unclinchingly waged a winning struggle against the odds of poverty and loneliness.

From Evertt Dick, The Sod-House Frontier (Lincoln, NE: Johnson Publishing Company, 1954), pp. 234-235.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 4: What was the West like for miners, cattlemen, and homesteaders?

Assessment Criteria: Letter About the West

Point of View: The letter accurately portrays the point of view of a miner, a cattleman, or a homesteader.	The point of view is accurate.	2______
	The point of view is unclear or inaccurate.	1______
Information: Facts and examples are used to describe at least three personal characteristics of a miner, a cattleman, or a homesteader.	Variety of accurate facts, details, and examples.	5______
	Sufficient amount of material.	4______
	Small amount of supporting information is included.	3______
	A mix of accurate and inaccurate information included.	2______
	No supporting information is included.	1______
Organization: Letter clearly includes an opening paragraph, an organized body of information, and a conclusion.	Letter had definite beginning, middle and end.	3______
	There is an attempt to organize letter.	2______
	No organization, lacking proper structure.	1______
Writing style: Letter is readable with varied sentence structure.	Clear,readable, and varied writing style.	2______
	Some parts of letter are not clear.	1______
Grammar, mechanics, spelling: Letter has been proofread.	Grammar, mechanics, spelling consistently correct.	2______
	Some weaknesses and errors.	1______

14-13 = Excellent
12-11 = Good
10- 9 = Satisfactory
8- 7 = Needs Improvement
6- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 5: What was the impact of westward expansion on Indians?

Objectives: The student will be able to:

1. describe the interactions between American Indians and people who moved West in the late 1800s.
2. explain how westward expansion affected the way of life of the American Indian.
3. participate meaningfully in class discussion.

Description of lesson/activity:

1. The teacher should through lecture, textbook, or other resources provide the students opportunities to learn about westward expansion in the last half of 1800s.
2. Students should be assigned the accompanying "Impact Statements" worksheet. Students may work individually or in groups on this worksheet.
3. The teacher should facilitate a discussion of the impact as culled from readings and the worksheet. Among the effects which may be included:
    - loss of natural resources
    - put on reservations/loss of homelands
    - change of religion
    - disease

Resources:

1. Student textbook
2. "Impact Statements" Worksheet

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 5: What was the impact of westward expansion on Indians?

Impact Statements

Directions:

Read the following quotes from Indians who lived in the late 19th century. Make a list of the ways westward expansion affected these people.

You have driven away our game and our means of livelihood out of the country, until now we have nothing left that is valuable except the hills that you ask us to give up.... The earth is full of minerals of all kinds, and on the earth, the ground is covered with forests of heavy pine, and when we give these up to the Great Father we know that we give up the last thing that is valuable either to us or the white people.

- Wanigi Ska (White Ghost)

From Dee Brown, Bury My Heart at Wounded Knee (New York: Holt, Rinehart and Winston 1970), p. 275.

We never did the white man any harm; we don't intend to.... We are willing to be friends with the white man.... The buffalo are diminishing fast. The antelope, that were plenty a few years ago, they are now thin. When they shall all die we shall be hungry; we shall want something to eat, and we will be compelled to come into the fort. Your young men must not fire at us; whenever they see us they fire, and we fire on them.

- Tonkahaska (Tall Bull) to General Winifield Scott Hancock

From Dee Brown, Bury My Heart at Wounded Knee (New York: Holt, Rinehart and Winston 1970), p. 148.

My people, before the white man came you were happy. You had many buffalo to eat and tall grass for your ponies--you could come and go like the wind. When it grew cold you could journey to the valleys of the south, where healing springs are; and when it grew warm, you could return to the mountains of the north. The white man came. He dug up the bones of our mother, the earth. He tore her bosom with steel. He built big trails and put iron horses on them. He fought you and beat you, and put you in barren places where a horned toad would die. He said you must stay there; you must not go hunt in the mountains.

Wovoka to his followers

From Virginia Irving Armstrong, I Have Spoken (New York: Pocket Books, 1972), p. 150.

We have been broken up and moved six times. We have been despoiled of our property. We thought when we moved across the Missouri River and had paid for our homes in Kansas we were safe. But in a few years the white man wanted our country. We had schools for our children and churches where we listened to the same gospel the white man listens to. The white man came into our country from Missouri. And drove our cattle and horses away and if our people followed them they were killed. We try to forget these things. But we would not forget that the white man brought us the blessed gospel of Christ. The Christian hope. This more than pays for all we have suffered.

-Chief Charles Journeycake

From Virginia Irving Armstrong, I Have Spoken (New York: Pocket Books, 1972), p. 148.

The white man has been the chief obstacle in the way of Indian civilization. The benevolent measures attempted by the government for their advancement has been almost uniformly thwarted by the agencies employed to carry them out. The soldiers, sent for their protection, too often carried demoralization and disease into their midst. The agent appointed to be their friend and counselor, business manager, and the almoner of government bounties, frequently went among them only to enrich himself in the shortest possible time, at the cost of the Indians, and spend the largest available sum of the government money with the least ostensible beneficial result.

-Donehogawa, or Ely Samuel Parker, Seneca chief, appointed Commissioner of Indian Affairs in 1868

From Virginia Irving Armstrong, I Have Spoken (New York: Pocket Books, 1972), pp. 109-110.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 6: What were the major inventions and new technologies of the late 1800s?

Objectives: The student should be able to:

1. recognize the late 1800s as a time of great technological growth in the United States.
2. report information about individual people who contributed to the technological growth of the United States.

Description of lesson/activity:

1. Students should read appropriate chapters in their textbooks.
2. The teacher should explain that the class will be creating an Industrial Hall of Fame, which will highlight important people, technological advances, or inventions which contributed to United States industrial growth in the late 1800s. This Hall of Fame will include placards (printed or written announcements for display in a public place). Each student should:

   A. Review the accompanying "Industrial Hall of Fame Nominees" list, the "Directions for the Industrial Hall of Fame," and the "Placard Assessment Criteria."

   B. Choose an important person, technological advance or invention which contributed to United States industrial growth in the late 1800s. These choices need not be limited to the list provided.

   C. Create a placard which explains:
   - who was responsible for the contribution?
   - what was invented or introduced?
   - where did this happen?
   - when did this happen?
   - why was this significant?

   D. Make placard eyecatching. It should be illustrated; name of person, technological advance or invention must stand out; be colored or shaded. It can be any shape but not bigger than 8x11.

   E. Place their own name on back of placard.

3. After placards are completed, they should be displayed and discussed. Students could vote to decide which nominees should be included in the Hall of Fame. The "Placard Assessment Criteria" should be used by the teacher to assess the placard.
4. The teacher should lead a discussion about the changes brought about by these inventions and advances and the way of life that was therefore engendered.
   - improvements in industry
   - more efficient methods in business
   - making life easier in the home
5. Discussion should be led regarding how few women were on this list and how this has changed in contemporary times.

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 6: What were the major inventions and new technologies of the late 1800s?

Industrial Hall of Fame Nominees

Alexander Graham Bell	telephone
Henry Bessemer	steel production
Melville Bissell	carpet sweeper
Gail Borden	condensed milk
William Seward Burroughs	adding machine
The Duryea brothers	gasoline automobile
George Eastman	kodak camera
Thomas Alva Edison	incandescent bulb
Carrie Everson	metallurgy
King C. Gillette	safety razor/disposable blade
Charles Goodyear	rubber tires
John Gorrie	ice-making machine
Herman Hollerith	electric tabulating machine
Amanda T. Jones	vacuum canning
William Kelly	steel production
Elijah McCoy	engine lubricating cup
Jan Matzeliger	shoe lasting machine
Elishu Otis	safety elevator
George Pullman	sleeping car
James Ritty	cash register
Christopher Scholes	typewriter
Henry W. Seely	electric iron
Isaac Merrit Singer	sewing machine
Harriet Strong	water conservation techniques
Gustavas Swift	refrigerated railroad cars
Nikola Tesla	alternating current electricity
Lewis Waterman	fountain pen
George Westinghouse	air brakes
Granville Woods	railroad induction telegraph

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 6: What were the major inventions and new technologies of the late 1800s?

Directions for the Industrialization Hall of Fame

PLACARD: A printed or written announcement for **display in a public place**; a poster; a nameplate.

Choose an important person, event, or invention which contributed to U.S. industrial growth in 1800's.

Placard created must explain:

1. **WHO** is responsible for the contribution?
2. **WHAT** was invented or introduced?
3. **WHERE** did this happen?
4. **WHEN** did this happen?
5. **WHY** was this significant?

Must be eyecatching
(illustrated, print of name must stand out, colored/shaded)

Can be any shape but no bigger than 8 X 11 oaktag

Place your name on back of placard.

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 6: What were the major inventions and new technologies of the late 1800s?

Placard Assessment Criteria

Information: Placard explains who was responsible, what was invented, where and when it happened, and why it was significant.	All information given, completely accurate.	5______
	One piece of information missing or inaccurate.	4______
	Two pieces of information missing or inaccurate.	3______
	Three pieces of information missing or inaccurate.	2______
	Little information given or accurate.	1______
Art Work: Placard is eye-catching, illustrated neatly, colorful, and accurately labeled.	Excellent artwork on placard.	4______
	Placard shows good effort.	3______
	Placard shows acceptable effort.	2______
	Little effort shown on art work.	1______

9 = Excellent
8-7 = Good
6-5 = Satisfactory
4-3 = Needs Improvement
2 = Unsatisfactory

TOTAL SCORE__________

TOTAL GRADE__________

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 7: Were industrial leaders "captains of industry" or "robber barons?"

Objectives: The student will be able to:

1. distinguish between positive and negative attributes of industrial leaders.
2. apply their understandings of these attributes to a specific industrial leader.
3. write a persuasive essay supporting a point of view.

Description of lesson/activity:

1. The teacher should lead discussion on the differences between "captains of industry" and "robber barons." This lesson should focus generally on the rise of industry and the capitalists who provided leadership.

2. Prior to beginning the research project, the teacher should review and collect sufficient materials on an industrial leader. Generally information is widely available on such well know leaders as John D. Rockefeller and Andrew Carnegie. The teacher could add Collis P. Huntington, John J. Hill, Jay Gould, Russell Sage or J. Pierpont Morgan as materials are available.

3. The teacher should direct students to use the collected material to gather information about the industrial leader selected in terms of the following categories:

    - examples of business techniques used
    - examples of financial successes
    - examples of business ethics (conduct and values)
    - examples of concern for humanity (philanthropy)

4. Students should be directed to classify the information they gathered in the four categories found in Step 3. They should decided whether each piece of information demonstrates that the industrial leader was a captain of industry or robber baron, and list each under the appropriate heading.

5. After looking over both lists, students should choose one position to support, either captain of industry or robber baron.

6. The teacher should assign the writing of a persuasive essay. A persuasive essay is an expository writing piece containing an introductory paragraph with a thesis statement at the end; the main paragraphs, stating the arguments with the strongest one last; the final paragraph giving the thesis statement first and summarizing each topic.

7. In a concluding discussion, the teacher should draw attention to the two sides to being an industrial leader in the late 19th century.

Resources:
1. Student textbook
2. Library media center material as available
3. Assessment Criteria: Industrial Leader Essay

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 7: Were industrial leaders "captains of industry" or "robber barons?"

Assessment Criteria: Industrial Leader Essay

Arguments: Three strong arguments are made to support either that the industrial leader was a "captain of industry" or a "robber baron."	Three thoughtful, and insightful arguments made.	5______
	Three adequate arguments made.	4______
	Two brief arguments made.	3______
	Three arguments made, but not supported with data.	2______
	Student fails to adequately describe arguments.	1______
Information: Facts, details, and examples are used to support arguments.	Variety of accurate facts, details, and examples.	5______
	Sufficient amount of material to support arguments.	4______
	Small amount of supporting information is included.	3______
	Little and/or inaccurate and information included.	2______
	No supporting information is included.	1______
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay has definite beginning, middle and end.	3______
	There is an attempt to organize essay.	2______
	No organization, lacking proper structure.	1______
Writing style: Essay is readable with varied sentence structure.	Clear, readable, and varied writing style.	2______
	Some parts of essay are not clear.	1______
Grammar, mechanics, spelling: Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2______
	Some weaknesses and errors.	1______

17-16 = Excellent
15-14 = Good
13-12 = Satisfactory
11-10 = Needs Improvement
9- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 8: What pushed immigrants from their homelands and pulled them to the United States?

Objectives: The student will be able to:

1. understand the reasons why people left their homelands and why they were drawn to the United States.
2. use primary resources to appreciate the diversities and similarities among immigrant experiences.

Description of lesson/activity:

1. The teacher should introduce immigration by introducing "The New Colossus" by Emma Lazarus. (See accompanying resource.) Discussion should follow regarding the role of the United States as depicted in the poem.
2. The teacher should provide opportunities to learn background information (through lectures, student textbooks, and other resources) about the reasons why people from diverse nations came to the United States during this time period through lectures, student textbooks, and other resources.
3. Students should read "Case Studies" and draw from each of them individual examples of how people were pushed from their homeland and pulled to the United States. Students may brainstorm additional reasons or find them in other resources. Students may record their findings on the "Push/Pull" List provided.

Resources:

1. Student textbook
2. "The New Colossus" by Emma Lazarus
3. "Case Studies"
4. "Push/Pull" Lists

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 8: What pushed immigrants from their homelands and pulled them to the United States?

"The New Colossus" by Emma Lazarus

The New Colossus

This poem appears on the base of the Statue of Liberty in New York Harbor

Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin-cities frame.

'Keep, ancient lands, your storied pomp!' cries she
With silent lips. 'Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!'

Found in Diane Ravitch, ed., The American Reader: Words that Moved a Nation (New York: HarperCollins, 1990) pp. 174-75.

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 8: What pushed immigrants from their homelands and pulled them to the United States?

Case Studies

1. Rene Dubos came from France with this is mind:

In the small village where I was brought up, I read with passion, until the age of fourteen, stories about Buffalo Bill and the Wild West, that were then published in a French weekly magazine. I could not imagine any better life than roaming on horseback over the Great Plains and the Rockies. Then, while a student in Patois, I read everything available about American life and became intoxicated withthe phrase 'America the land of unlimited possibilities.' I had no clear vision of what these possibilities were, but I wanted to experience them nevertheless.

From Rhoda Hoff, America's Immigrants: Adventures in Eyewitness History (New York: Henry Z. Walck, Inc., 1967) pp. 149-150.

2. A Swedish minister wrote this letter in the 1860s:

You should see our settlement out here. It is a beautiful sight. Prairie and still more prairie. Here and there a line of green trees on both sides of the winding Smokey Hill River or in the small valleys where water seeks an outlet.... Many who come, overwhelmed by this dreary prairie, do not take time to dig a hole in order to observe the rich soil, which nourishes the luxuriant grass. They turn back immediately, or devote themselves to idle sorrow. The only thing they do is write long lamentations to Sweden.... It has been wonderful this summer to see the large seeded fields, which a few years ago belonged to the buffalo and Indians. The crop in Kansas has really been excellent this year, although our settlement has not profited much from it, since all of us have just arrived....

We do not dig gold with pocket knives, we do not expect to become bountifully rich in a few days or in a few years, but what we aim at is to own our own homes, where each one has his own property, which with God's blessings will provide him with the sustenance which he and his family need.... The advantage which America offers is not to make everyone rich at once without toil and trouble, but the advantage is that the poor, who will and are able to work, secure a large piece of good land almost without cost, that they can work up little by little....

From Albert Robbins, Coming to America: Immigrants from Northern Europe (New York: Delacorte Press, 1981), pp. 96-97.

3. From an advertisement found in China in the mid 1800s:

Americans are very rich people. They want the Chinaman to come and will make him very welcome. There you will have great pay, large houses, and food and clothing of the finest description. You can write to your friends and send them money at any time, and we will be responsible for the safe delivery.... There are a great many Chinamen there now, and it will not be a strange country. Chinagod is there, and the agents of this house. Never fear and you will be lucky. Come to Hong Kong, or to the sign of this house in Canton, and we will instruct you.

Money is in great plenty and to spare in America.

From Linda Perrin, Coming to America: Immigrants from the Far East, (New York: Dell Publishing Co. Inc., 1980), pp.7-8.

4. An Englishman wrote this letter to his wife:

It is a foolish idea that some people have, that there too many people come here, it is quite the reverse; there was more than 1000 emigrants came in the day after I landed, and there is four ships have arrived since with emigrants. But there is plenty of room yet, and will for a thousand years to come.

My dear Sukey, all that I want now is to see you, and the dear children here, and then I shall be happy, and not before. You know very well that I should not have left you behind me, if I had money to have took you with me. It was sore against me to do it. But I do not repent of coming, for you know that there was nothing but poverty before me, and to see you and the dear children want was what I could not bear. I would rather cross the Atlantic ten times than hear my children cry for victuals once. Now, my dear, if you can get the Parish to pay for your passage, come directly; for I have not a doubt in my mind I shall be able to keep you in credit. You will find a few inconveniences in crossing the Atlantic, but it will not be long, and when that is over, all is over, for I know that you will like America.

America is not like England, for here no man thinks himself your superior... This is a country where a man can stand as a man, and where he can enjoy the fruits of his own exertions, with rational liberty to its fullest extent.

From Rhoda Hoff, America's Immigrants: Adventures in Eyewitness History, p. 24.

5. Greeks read the following advertisement for travel to the United States:

Why remain here to struggle for a piece of bread without any security for the future, without honor and independence? Why not open your eyes and see the good that awaits you; harden your heart and seek your fortune abroad, where so many of your countrymen already have made theirs? Why linger? To protect your parents? Today or tomorrow, whether their children are here or abroad, they will close their eyes forever. It will be better for you to leave home and send a little money to provide for them in their advancing years.

Or are you waiting to cultivate the barren lands with the ploughshare and dig in the fields? Have you seen how much progress you have made thus far?

From Gladys Nadler Rips, Coming to America: Immigrants from Southern Europe (New York: Delacorte Press, 1981), pp. 66-67.

6. Russian Jews also came to America:

When Alexander II became czar in 1855, he initiated a number of mild reforms. But in 1881 he was assassinated by a terrorist bomb and the regime that succeeded stepped up hostilities against Jews. It passed anti-Semitic laws and virtually endorsed a series of pogroms - more than 200 in 1881 and 1882. The horror of the pogroms was described by the Russian revolutionary LeonTrotsky (himself a Jew, though by no means a religious one) in his account of atypical brute intoxicated by the thrill of violence:

If he wants to, he can throw an old woman out of a third-floor window together with a grand piano, he can smash a chair against a baby's head... hammer a nail into a living human body.... He exterminates whole families, he pours petrol over a house, transforms it into a mass of flames, and if anyone attempts to escape, he finishes him off with a cudgel.

Faced with such terrorism, over a third of Russia's Jews departed in hordes--more than 90 percent of them bound for America, the land of promise.

From Howard Muggamin, The Jewish American (New York: Chelsea House Publishers, 1988), p. 39.

7. Another Swede chose America for these reasons:

Forty years ago my father came over to this country from Sweden. He had a small business and a large family. In Europe business does not grow as fast as children come, and poverty over there is an inheritance. He heard that North America was peopled and governed by working men, and the care of the states was mainly engaged in the welfare and prosperity of labor. That moved him, and so I came to be born here. He, and millions like him, made this country their home, and their homes have mainly made this country what it is... .

From Albert Robbins, Coming to America: Immigrants from Northern Europe, p. 134-135.

8. As a boy, this Italian knew what he wanted to do:

I played with the idea of going to America when I was but eight or nine.

My notion of the United States then was that it was a grand, amazing, somewhat fantastic place--the Golden Country--a sort of Paradise--the Land of Promise in more ways than one--huge beyond conception, thousands of miles across the ocean, untellably exciting, explosive, quite incomparable to the tiny, quite, lovely Carniola; a place full of movement and turmoil, wherein things that were unimaginable and impossible in Blato happened daily as a matter of course.

In America one could make pots of money in a short time, acquire immense holdings, wear a shirt collar, and have polish on one's boots like a gospod--one of the gentry--and eat white bread, soup, and meat on week-days as well as on Sundays, even if one were but an ordinary workman to begin with. In Blato no one ate white bread or soup and meat, except on Sundays and holidays and very few then.

In America one did not have to remain an ordinary workman. There, it seemed, one man was as good as the next. There were dozens, perhaps scores, or even hundreds of immigrants in the United States, one-time peasants and workers from the Balkans and from Poland, Slovakia, Bohemia and elsewhere, who, in two or three years, had earned and saved enough money working in the Pennsylvania, Ohio, or Illinois coal-mines or steel-mills to go to regions called Minnesota, Wisconsin, and Nebraska, and there buy sections of land each of which was larger than the whole area owned by peasants in Blato.... Oh, America was immense--immense!

I heard a returned Amerikanec tell of regions known as Texas and Oklahoma where single farms-- renche (ranches), he called them--were larger than the entire province of Carniola! It took a man days to ride on horseback from one end of such a ranch to the other. At that time I accepted as truth nearly everything I heard about

America. I believed that a single cattleman in Texas owned more cattle than there were in the entire Balkans. And my credulity was not strained when I heard that there were gold-mines in California, and trees more than a thousand years old with trunks so enormous that it required a dozen men, clasping each other's hands to encircle them with their arms.

In America everything was possible. There even the common people were 'citizens,' not 'subjects,' as they were in Austria and in most other European countries. A citizen, or even a non-citizen foreigner, could walk up to the President of the United States and pump his hand.

From Rhoda Hoff, America's Immigrants: Adventures in Eyewitness History, pp. 121-122.

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 8: What pushed immigrants from their homelands and pushed them to the United States?

Directions: List below the factors that pushed people from their homelands and pulled them to America.

Pushed from Homelands	Pulled to America

Unit VII: "What, Then, Is This America?" ca 1865-1900

Question/Problem 9: What effects did immigrants have on the United States?

Objectives: The student will be able to:

1. understand the obstacles and difficulties faced by groups of immigrants as they entered this country.
2. recognize the contributions of some famous immigrants and be able to appreciate the contributions of all immigrants.

Description of lesson/activity:

1. The teacher should provide background information on immigration. Students should be reminded that immigrants had come to America since the first colonists arrived in the 16th century. The teacher should also place emphasis on Americanization and assimilation.
2. Using available classroom and library resources, students should be instructed to follow instructions on the accompanying "Immigration Research Project." Students could work together in groups or study immigrant groups individually.
3. The culminating activity for the research project is a poster. These may be displayed around the room or used as part of an oral presentation about the information learned.

Resources:

1. Student textbooks and other library resources
2. "Immigrants Research Project" worksheet

Unit VII: "What, Then, Is This America?" ca 1865-1900

Question/Problem 9: What effects did immigrants have on the United States?

Immigration Research Project

People from several immigrant groups came to the U.S. during the late 1800's. You will do research about one of these groups.

Irish
Italian
Polish
Hungarian
Czech & Slovak
Danish
Greek
English
Ukrainian
Jewish
Chinese
German
Russian
Dutch
Scottish
Swedish
Norwegians

You will research your group using resources in the media center. The information you gather will be used to develop a project consisting of a poster that includes maps, other visuals, and written information. Be sure to take sufficient notes to be able to provide the information needed for your poster.

Your poster should tell:

- the ethnic or national group
- where they came from (ex. show a map)
- where they settled (ex. show a map)
- when they came to America (ex. draw a timeline or graph of decades and numbers of immigrants from that group)
- why they left their homes (ex. create a brief news article or diary entry)
- why they wanted to come to America, what America offered to them (ex. create a brief diary entry, letter to a friend, job advertisement)
- what problems they faced when they got to America (ex. write a brief letter to home, news article, or diary entry)
- what contribution(s) your group or a person from your group made to American society (ex. a news article about a real person from the group)

Your poster will be about 22" x 28" and needs to be well-planned in order to show all the above information!! Suggestions: Type your news articles. Plan the sizes of your written pieces so they will fit on the poster. Write or type the pieces on other sheets of paper, then place them on slightly larger pieces of colored paper and glue these to your poster in an attractive fashion. Your teacher can provide you with outline maps of the world, the U.S., Europe, and Asia.

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 10: Describe the working conditions in factories in the late 19th century.

Objectives: The students will be able to:

1. understand aspects of the poor working conditions found in may factories in the United States.

2. examine the similarities and differences between late 19th century and modern working conditions.

Description of lesson/activity:

1. Students should read the appropriate chapter/section in their textbooks.

2. The teacher should share the accompanying excerpt from Upton Sinclair's, The Jungle, and lead a discussion about the conditions described in the excerpt.

3. Students should then read excerpts from newspaper articles on two industrial fires, one in New York (1911) and one in North Carolina (1991). Following the reading, students should fill out the "Comparison of Working Conditions" worksheet.

4. As a concluding activity students should write a letter to the editor of a turn-of-the-century newspaper using evidence from the above to decry deplorable working conditions.

Resources:

1. Student textbook

2. Excerpts from Upton Sinclair's, The Jungle

3. Triangle Shirtwaist reading

4. Imperial Foods Company reading

5. "Comparison of Working Conditions" Worksheet

Unit VII: What, Then Is This American?" ca 1865-1900

Question/Problem 10: Describe the working conditions in factories in the late 19th century.

Excerpts from Upton Sinclair's The Jungle.

Select excerpts that describe working conditions in the meat packing plant from the novel The Jungle by Upton Sinclair written in 1906. The story is about the hero and his family who live in Packingtown and work at Durhams Meat Packing Company. Little by little the hero learns about the plant and the people who work there. *(Permission to reprint passages not granted.)*

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 10: Describe the working conditions in factories in the late 19th century.

Triangle Shirtwaist Reading

The following excerpts come from the March 26, 1911 issue of The New York Times:

141 Men and Girls Die in Waist Factory Fire;
Trapped High up in Washington Place Building;
Street Strewn with Bodies; Piles of Dead Inside

Three stories of a ten-floor building at the corner of Greene Street and Washington Place were burned yesterday, and while the fire was going on 141 young men and women, at least 125 of them mere girls, were burned to death or killed by jumping to the pavement below.

The building was fireproof. It shows now hardly any signs of the disaster that overtook it. The walls are as good as ever; so are the floors; nothing is the worse for the fire except the furniture and 141 of the 600 men and girls that were employed in the upper three stories.

Most of the victims were suffocated or burned to death within the building, but some who fought their way to the windows and leaped met death as surely, but perhaps more quickly, on the pavements below. At 4:40 o'clock, nearly five hours after the employees in the rest of the building had gone home, the fire broke out. The one little fire escape in the interior was never resorted to by any of the doomed victims. Some of them escaped by running down the stairs, but in a moment or two this avenue was cut off by flame. The girls rushed to the windows and looked down at Greene Street, 100 feet below them. Then one poor little creature jumped. There was a plate glass protection over part of the sidewalk, but she crashed through it, wrecking it and breaking her body into a thousand pieces.

Then they all began to drop. The crowd yelled 'Don't jump!' but it was jump or be burned - the proof of which is around in the fact that fifty burned bodies were taken from the ninth floor alone.

The victims who are now lying at the Morgue waiting for some one to identify them by a tooth or the remains of a burned shoe were mostly girls of from 18 to 23 years of age.

There is just one fire escape in the building. That one is an interior fire escape. In Greene Street, where the terrified unfortunates crowded before they began to make their mad leaps to death, the whole big front of the building is guiltless of one. Nor is there a fire escape in the back.

The building itself was of the most modern construction and classed as fireproof. What burned so quickly and disastrously for the victims were shirtwaist, hanging on lines above tiers of workers, sewing machines placed so closely together that there was hardly aisle room for the girls between them, and shirtwaist trimmings and cuttings which littered the floors above the eighth and ninth stories.

According to two of the ablest fire experts in the city the great loss of life at the shirtwaist factory fire can be accounted for by the lack of adequate instruction of the girls in the way to conduct themselves in time of fire.

These men, H.F.J. Porter, an industrial engineer, with offices at 1 Madison Avenue, and P.J. McKeon, a fire prevention expert, who is now delivering lectures at Columbia University, are both familiar with the building which was destroyed and had advised the owners of the factory to establish some kind of a fire drill among the girls and put in better emergency exits to enable them to get out of the building in case of fire. Mr. Porter said last night, when told of the fire by a Times reporter: 'I don't need to go down there. I know just what happened.'

Two years ago Mr. McKeon made an insurance inspection of the factory, among others, and was immediately struck by the way in which the large number of girls were crowded together in the top of the building. He said last night that at that time there were no less than a thousand girls on the three upper floors.

'I inquired if there was a fire drill among the girls, and was told there was not,' said he. 'The place looked dangerous to me. There was a fire-escape on the back and all that, and the regulations seemed to be complied with all right, but I could see that there would be a serious panic if the girls were not instructed how to handle themselves in case of a fire.'

'I even found that the door to the main stairway was usually kept locked. I was told that this was done because it was so difficult to keep track of so many girls. They would run back and forth between the floors, and even out of the building the manager told me.'

It is a wonder that these things are not happening in the city every day,' said he. 'There are only two or three factories in the city where fire drills are in use, and in some of them where I have installed the system myself the owners have discontinued it.'

'One instance I recall in point where the system has been discontinued despite the fact that the Treasurer for the company, through whose active co-operation it was originally installed, was himself burned to death with several members of his family in his country residence, and notwithstanding that the present President of the company, while at the opera, nearly lost his children and servants in a fire which recently swept through his apartments and burned off the two upper floors of a building which was and still is advertised as the most fireproof and expensively equipped structure of its character in the city.'

'The neglect of factory owners of the safety of their employees is absolutely criminal. One man whom I advised to install a fire drill replied to me, 'Let em burn up. They're a lot of cattle anyway.''

'The factory may be fitted with all the most modern firefighting apparatus and there may be a well-organized fire brigade, but there is absolutely no attempt made to teach the employees how to handle themselves in case of a fire. This is particularly necessary in case of young women and girls who always go into panic.'

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 10: Describe the working conditions in factories in the late 19th century.

Imperial Foods Company Reading

The following articles were reported by the Associated Press on September 5, 1991:

Toxic Smoke, Locked Doors Led to Chaos, Then Death

By Fred Bayless
The Associated Press

Hamlet N.C. -- When the screaming started, Carolyn Rainwater was 'stripping tenders,' pulling ribbons of white meat off chicken breasts for processing. When the screaming grew louder, she looked up and saw the smoke.

'It was the blackest smoke I had ever seen in my life,' said the 50 year-old grandmother, one of the few workers to escape serious injury when deadly smoke from a flash fire raced through the Imperial Foods Co. plant Tuesday morning.

Twenty-five people were killed, 49 were injured.

The boundary of life and death was set by the billowing wall of toxic smoke. Those who worked in the front of the building were able to escape through a main entrance. Those in the back were trapped between the poisonous fumes and doors locked, employees say, to prevent pilferage. The smoke created panic, then chaos. It chased some workers into room-size coolers where they froze. It smothered others as they groped, gasping in the dark for escape. Friends and co-workers died together in clumps on the factory floor.

'In a fire of this nature people congregate together out of fear,' said Hamlet Fire Chief David Fuller. 'That's where they died.'

There were 90 workers in Tuesday's 7 a.m. shift at Imperial Foods, a 30,000 square-foot collection of separate adjoining structures surrounded by a red brick facade. Once an ice cream factory, Imperial Foods now produces nuggets and other chicken products for Shoney's, Wendy's and other fast food restaurants.

Workers and fire officials say the plant was a maze of large rooms separated by moveable walls. Workers and their product moved through the plant, from front to the rear, as the chicken was cut, cleaned, cooked and packaged, then finally frozen.

Doors in the rear of the plant were locked, workers said. Employees say the management had complained someone was stealing chicken. Some workers were troubled by locked doors, but with jobs, even those paying $5.50 an hour, a commodity in this small community, no one mentioned their fears.

'People didn't raise them because they were afraid they might lose their jobs,' said Elaine Griffin, a worker who escaped out the front door.

Sometime after 8 a.m., a hydraulic line ruptured spewing cooking oil into flames heating a 26 foot-long fat fryer in the middle of the plant.

Fuller said soaring flames ignited insulating material in the roof, adding more toxic fumes to the oil smoke.

The smoke spread quickly, blocking the way to the front exit. Fuller said one

survivor told him he was engulfed by the smoke as he ran full speed to the rear of the plant.
Rainwater found herself a member of a panicked mob running to a back door as the lights went out.

Rainwater ran to a loading dock blocked by a tractor-trailer; she and two others went into the trailer and started pounding on the walls. Before someone finally moved the truck, others in the crowd panicked.

Fuller said several employees sought sanctuary behind the heavy metal doors of two huge flash freezers on both sides of the plant. Dressed for the warm Carolina summer day, they quickly froze in temperatures as low as minus 28 degrees.

Fire probe begins at chicken plant

By Paul Nowell
The Associated Press

Hamlet, N.C. -- Most of the 25 victims of a chicken processing plant fire died of smoke inhalation, the mayor said yesterday as authorities tried to determine how many exits were locked.

Most of the victims of Tuesday's blaze were single parents, officials said.

Would-be rescuers and survivors told of locked or blocked fire exit doors. A padlock was seen on a door with a sign saying 'Fire Door Do Not Block.'

But mayor Abbie Covington refused to confirm the reports of locked doors at the Imperial Food Products plant. State Labor Commissioner John Brooks, who arrived yesterday to lead a state investigation, said it could be two months before his department could issue a report on any violations it might uncover.

'I don't have any evidence of doors being locked,' Covington said. 'If we determine that doors were locked, I'm sure there will be some sense of outrage, but I'm not in a position to reach that conclusion. To be angry at somebody won't do any good at this point.'

Firefighters were being questioned 'to find out exactly what they found when they got to the building,' Covington said.

If doors were locked while people were in the building, violators could be subject to fines and, because deaths were involved, possible criminal prosecution, Brooks said.

He said it would be up to the local prosecutor to decidedif other charges, possibly including manslaughter, might be filed.

The fire -- the state's worst industrial accident--erupted when a hydraulic line ruptured near a 26 foot-long deep-fat fryer and the spilled fluid caught fire, said Charles Dunn, deputy director of the State Bureau of Investigation.

There was no sprinkler system at the plant. A fire extinguisher was installed above the fryer after a 1983 non-fatal blaze, Fuller said. The extinguisher was supposed to go off automatically, but Fuller said he didn't know if it worked Tuesday.

The following articles are both from Time Magazine.

FINED. Imperial Food Products, *Atlanta-based owner of a chicken-processing plant in Hamlet, N.C., where 25 workers died in a fire last September; in Raleigh. The state of North Carolina levied $808,150 in penalties for violations including locked exit doors and inadequate emergency lighting. The state had never inspected the plant in its 11 years of operation. While a record for North Carolina, the fine was small compared with multimillion-dollar federal fines for industrial accidents. With federal approval, the state administers its own plant-safety program.*

Time, January 13, 1992, p. 50.

Last week Imperial owner Emmett Roe, 65, was sentenced to 19 years 11 months in jail as part of a plea bargain that let his son Brad, the plant's operations manager, get off scot-free. Relatives of the dead were outraged, yet the owner's punishment was unusually strong for fire violations. "I can understand the pain of the community, but this is by far the stiffest sentence that I'm aware of for a worker-safety criminal charge," says Douglas Fuller, a spokesman for the Labor Department. That message will probably spread among plant managers around the country.

Time, September 28, 1992, p. 24.

Unit VII: What, Then, Is This American?" ca 1865-1900

Question/Problem 10: Describe the working conditions in factories in the late 19th century.

Comparison of Working Conditions Worksheet

Directions: Use information from the readings about the Triangle Shirtwaist fire and the Imperial Foods Co. fire to fill in the chart below.

QUESTIONS	shirtwaist fire (1911)	food processing fire (1991)
1. How many deaths?		
2. What started the fire?		
3. What were the causes of death?		
4. What prevented people from escaping?		
5. Give examples of panic among workers.		
6. Give examples of buildings not being prepared for fire.		

Draw a conclusion: If you were checking factories for fire safety, what would you look for?

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 11: How did workers react to working conditions in the late 19th century?

Objectives: The students will be able to:

1. understand some ways workers reacted to working conditions in the late 19th century.
2. describe the importance of unions and the role they played in demanding better working conditions.

Description of lesson/activity:

1. The teacher should introduce this lesson by posing a situation for students to respond to such as the following: assume that students are working at a hot dog stand and are unhappy about both their wages and the working conditions; what could they do? The teacher should lead the discussion that includes the possibilities of a union, collective bargaining, and/or a strike. The teacher should then point out that the working conditions and wages described in the previous lesson were bad enough to lead to similar actions.
2. The teacher should then distribute the accompanying "Strikes!" worksheet and instruct students to fill out the chart, using available textbooks and other resources.
3. After the students complete the worksheet, they should be asked to compare the reactions of companies, governments, and the public. In addition they should compare the similarities between information they learned about the 19th century strikes and what they know about more recent strikes and work stoppages.

Resources:

1. Student textbook

2 "Strikes!" Worksheet.

2. The Founding of the AFL and the Rise of Organized Labor by Patricia Simmonds (Englewood Cliffs, NJ: Silver Burdett Press Inc., 1991).

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 11: How did workers react to working conditions in the late 19th century?

Strikes!

	Reason for Strike	Examples of Violence	Reaction of Company	Reaction of Government	Reaction of Public
Railway Strike of (1877)					
Haymarket Riot (1886)					
Homestead Steel Strike (1892)					
Pullman Strike (1895)					

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 12: Describe America at the close of the 19th century.

Objectives: The student will be able to:

1. use evidence from the entire unit to draw conclusions about life in the late 19th century.
2. understand that the United States was a society of diversity as the century closed, both strengthened and weakened by events since the Civil War.
3. Write a culminating essay that will assess knowledge gained throughout the unit.

Description of lesson/activity:

1. Students will gather all notes and written material from Unit VII.
2. The teacher will introduce the lesson by sharing excerpts from "I Am An American" by R.L. Duffus and the poem "I Hear America Singing" by Walt Whitman; both accompany this lesson. Through discussion the teacher and students should identify elements of both writings that indicate the answer to the question posed by the unit, "What, Then, Is This American?"
3. The teacher should assign a culminating writing assignment:

   Using information from our study of this unit, write an essay which describes America at the close of the 19th century. This essay should include these three major topics:

   - evidence of America as a place of new beginnings
   - evidence of the problems faced by America
   - evidence of the strengths of America

   Refer to "Criteria for Essay" for further instruction about how to write and evaluate the essay.

Resources:

1. Excerpts from "I Am An American" by R.L. Duffus
2. "I Hear America Singing" by Walt Whitman

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Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 12: Describe America at the close of the 19th century.

"I Am An American" by R.L. Duffus

Below are excerpts from the essay, "I Am An American," by R.L. Duffus:

I am an American. The things I shall say about myself may seem at first to contradict one another, but in the end they add up. I am almost always recognized at once. wherever I go about the world. Some say it is my clothes that give me away. Some say it is my way of talking. I think it is more than that....

The life I lived shaped me into a new kind of human being. I will not say a better kind. only a different kind....

I remember great men and great deeds. I remember great sayings.

But I remember, also, sayings that were never written down and deeds known only to a few: the pioneer greeting his wife as he came in from his new cornfield, in the dappled shade of ringed and dying trees; the strong surge of discussion in remote crossroads stores; the young man in Georgia or Ohio kissing his mother good-by as he goes to enlist; a Mississippi Negro, a Texas cowboy... all manner of men and women planning, working, saving, seeing that the children had better schooling than the parents; reformers crying out against brutality and corruption; dreamers battling against the full tide of materialism....

I am an American. I am of one race and of all races. I am heir to a great estate. I am free and bound to the wheel of a great responsibility....

After the years. the centuries. I begin to know what it means to be an American.

From Kenneth Seeman Giniger, ed., America, America, America (New York: Franklin Watts, 1957), pp. 198-201

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Unit VII: What, Then Is This American?" ca 1865-1900

Enrichment Lesson

"I Hear America Singing" by Walt Whitman

Directions: Read the poem "I Hear America Singing," by Walt Whitman. Note the theme of the diversity of Americans in the poem.

Unit VII: "What, Then, Is This American?" ca 1865-1900

Question/Problem 12: Describe America at the close of the 19th century.

Criteria For Essay

Information: Excellent variety of evidence given showing America as a place of new beginnings.	Variety of accurate facts, details, and examples.	4______
	Adequate amount of supporting information included.	3______
	Mix of accurate and inaccurate information .	2______
	No supporting information is included.	1______
Information: Excellent variety of evidence showing the problems facing America.	Variety of accurate facts, details, and examples.	4______
	Adequate amount of supporting information included.	3______
	Mix of accurate and inaccurate information .	2______
	No supporting information is included.	1______
Information: Excellent variety of evidence showing the strengths of America.	Variety of accurate facts, details, and examples.	4______
	Adequate amount of supporting information included.	3______
	Mix of accurate and inaccurate information .	2______
	No supporting information is included.	1______
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay has definite beginning, middle and end.	3______
	There is an attempt to organize essay.	2______
	No organization, lacking proper structure.	1______
Writing style: Essay is readable with varied sentence structure.	Clear, readable, and varied writing style.	2______
	Some parts of essay are not clear and/or not varied.	1______
Grammar, mechanics, spelling. Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2______
	Some weaknesses and errors.	1______

19-18 = Excellent
17-16 = Good
15-14 = Satisfactory
13-12 = Needs Improvement
11- 6 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

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Unit VIII: "Waves of Reform" ca. 1800s to 1921

Content and Understandings:

1. The late nineteenth and early twentieth centuries were a time of Populist and Progressive reform that exposed corruption, revitalized political institutions, regulated industry and commerce, attempted to cure social ills, extended political rights, and protected natural resources.

2. The United States asserted itself into a new leadership position in the world.

3. This new role raised several questions:

    - Should the United States become an imperial nation?

    - What relationship should the United States have with its Western Hemisphere neighbors?

    - Should the United States be formally bound to world affairs in the League of Nations?

Teacher's Rationale:

Many of the reforms discussed in Unit VIII can be traced back to the problems and challenges facing the United States that were introduced in Unit VII. Students should see the relationship between, for instance, the rise of industry and its subsequent regulation, the influx of immigrants and the subsequent need to provide them with support, the creation of a segregated South and the subsequent search for civil rights, and the peopling of the West and the subsequent call for conservation. The Populist and Progressive movements were the models of this national wave of reform.

Students should notice that many of these reforms still affect them today. When they eat inspected meat, when they buy cosmetics, or when they enjoy a trip to a national park they are involved in the results of this period of reform.

Meanwhile, the United States searched for the meaning of its expanding relationship with the rest of the world. Students should see the debates over imperialism and world leadership as struggles to define that relationship.

Again in this unit, students are called upon to be active participants in the study of history. They use and interpret primary resources such as documents and political cartoons, and they use the skills of evaluation and justification on essay and chart assignments.

Table of Contents:

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Question/Problem 2: How did America become an imperial nation?

Question/Problem 3: How did the United States exert its influence as a world power?

Unit VIII: "Waves of Reform" ca. 1800s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Objectives: The students will be able to:

1. describe the reforms of this time period and the conditions they sought to improve. Reforms worked to:

   - expose corruption
   - reform political institutions
   - regulate industry
   - regulate interstate commerce
   - provide for the needy
   - promote civil rights
   - extend women's suffrage
   - protect natural resources
   - promote temperance

2. evaluate reform movements through an examination of the following criteria:

   - reforms which benefitted the largest number of people
   - reforms which were of greatest value to society
   - reforms which did away with the greatest evil
   - reforms which had the longest lasting impact

Description of lesson/activity:

1. The teacher should share with students excerpts from the accompanying "Populist Party Platform" worksheet. This may work best as a whole class activity, since the excerpt is difficult to read and understand.

2. After a discussion of conditions in the United States as evidenced in Unit VII and the above mentioned worksheet, the teacher should explain to the students that they are going to take a closer look at the political, economic, and social reforms attempted during this time period.

3. Students should be assigned to one of nine groups. Each group should be assigned one of the accompanying worksheets. Each of these worksheets directs research on one of the following topics: political reform, interstate commerce, temperance, regulation of industry, conservation, women's suffrage, civil rights, helping the needy, and exposing corruption. When the group receives the worksheet they should follow the instructions on the sheet. The teacher may want to stress to students that the excerpt at the top of the page truly sets the stage for the research that their group will be asked to do.

   Each group, using textbooks and available library/media materials, should research important information about each of the four people or actions on the bottom of group worksheet.

4. After the research is completed, the group should prepare a poster to share with the rest of the class. As class "experts" on their assigned topic, each group should create a poster which describes their topic and explains how the people and actions on their worksheet brought about reform. (See "Data Recording" worksheet for specific directions.)

5. When each group has completed their poster, the teacher should display them all in the room. Using copies of the accompanying "Data Recording" worksheet, individuals should gather information from all posters.

6. Students will then use the gathered information to write a persuasive essay. Directions for that essay are found on the accompanying "Essay Assignment Sheet." Students should also receive the accompanying "Criteria for Essay: Three Most Significant Reforms" assessment sheet at the same time.

Resources:

1. Student textbook
2. "Populist Party Platform" worksheet
3. Nine worksheets on areas (topics) of reform
4. "Data Recording" worksheet
5. "Essay Assignment Sheet" handout
6. "Criteria for Essay: Three Most Significant Reforms" handout

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Populist Party Platform Worksheet

Directions: Read the excerpts from the 1892 platform of the Populist party and answer the questions that follow.

> *We meet in the midst of a nation brought to the verge of moral, political, and material ruin. Corruption dominates the ballot box, the legislatures, the Congress, and touches even the... bench.... The newspapers are largely subsidized or muzzled, public opinion silenced, business prostrated, homes covered with mortgages, labor impoverished, and the land concentrating in the hands of capitalists. The urban workmen are denied the right to organize for self- protection, imported pauperized labor beats down their wages, a hireling standing army, unrecognized by our laws, is established to shoot them down, and they are rapidly degenerating into European conditions. The fruits of the toil of millions are boldly stolen to build up colossal fortunes for a few, unprecedented in the history of mankind and the possessors of these in turn despise the Republic and endanger liberty. From the same prolific womb of governmental injustice we breed the two great classes—tramps and millionaires....*

From Richard B. Morris and James Woodress, eds., Voices from America's Past, vol. II (New York: E.O. Dutton, 1963), p. 251.

Answer the following question on a separate sheet of paper.

1. In your own words, list five problems the Populist party mentions in its platform.

2. Who is being hurt by these problems? Who is profiting?

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Data Recording Worksheet

Directions: Groups should use these questions to research their topic. When information is complete, the information should be presented on the groups' poster.

1. Describe the problem that needed reform:

2. Describe the specific people and actions that brought about this reform:

3. Describe how this reform movement changed America:

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Political Reform

Directions: Read the following excerpts to get an idea of the problems addressed by the reform movement.

In 1912 Woodrow Wilson described problems in the United States Senate:

> *But you need to be told, and it would be painful to repeat to you, how seats have been bought in the Senate; and you know that a little group of Senators holding the balance of power has again and again been able to defeat programs of reform upon which the whole country had set its heart; and that whenever you analyzed the power that was behind those little groups you have found that it was not the power of public opinion, but some private influence, hardly to be discerned by superficial scrutiny, that had put those men there to do that thing....*
>
> *Now, returning to the original principles upon which we profess to stand, have the people of the United States not the right to see to it that every seat in the Senate represents the unsought United States of America? Does the direct election of Senators touch anything except the private control of seats in the Senate?*
>
> *We remember another thing: that we have not been without our suspicions concerning some of the legislatures which elect Senators. Some of the suspicions which we entertained in New Jersey about them turned out to be founded upon very solid facts indeed. Until two years ago New Jersey had not in half a generation been represented in the United States Senate by the men who would have been chosen if the process of selecting them had been free and based upon the popular will.*

From Thomas A. Bailey, ed., The American Spirit: United States History As Seen By Contemporaries, vol. II (Lexington, MA: D.C. Heath and Company, 1973), pp. 654–655.

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

Robert La Follette

Direct Primary

Initiative and Referendum

Seventeenth Amendment

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Interstate Commerce

Directions: Read the following excerpt to get an idea of the problem addressed by the reform movement.

In 1893 a farmer from Iowa described abuses in interstate commerce:

> Nothing has done more to injure the [Western] region than these freight rates. The railroads have retarded its growth as much as they first hastened it. The rates are often four times as large as Eastern rates.... The extortionate character of the freight rates has been recognized by all parties, and all have pledged themselves to lower them, but no state west of the Missouri has been able to do so....
>
> Railways have often acquired mines and other properties by placing such high freight rates upon their products that the owner was compelled to sell at the railroad company's own terms. These freight rates have been especially burdensome to the farmers, who are far from their selling and buying markets, thus robbing them in both directions.
>
> Another fact which has incited the farmer against corporations is the bold and unblushing participation of the railways in politics. At every political convention their emissaries are present with blandishments and passes and other practical arguments to secure the nomination of their friends. The sessions of these legislatures are disgusting scenes of bribery and debauchery.

From Thomas A. Bailey, ed., The American Spirit: United States History As Seen by Contemporaries, vol. II, pp. 566–567.

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

Granger Movement	Interstate Commerce Commission
Elkins Act	Hepburn Act

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Temperance

Directions: Read the following excerpt to get an idea of the problem addressed by the reform movement.

In 1902 the National Women's Christian Temperance Union stated its beliefs in this way:

> *We believe in the gospel of the Golden Rule. and that each man's habits of life should be an example safe and beneficent for every other man to follow....*
>
> *We therefore formulate. and for ourselves adopt the following pledge. asking our sisters and brothers of a common danger and a common hope, to make common cause with us, in working its reasonable and helpful precepts into the practice of everyday life:*
>
> *I hereby solemnly promise GOD HELPING ME, to abstain from all distilled, fermented and malt liquors, including wine, Beer and Cider, and to employ all proper means to discourage the use of and traffic in the same.*
>
> *To conform and enforce the rationale of this pledge, we declare our purpose to educate the young; to form a better public sentiment; to reform so far as possible, by religious, ethical and scientific means, the drinking classes; to seek the transforming power of divine grace for ourselves and all for whom we work, that they and we may willfully transcend no law of pure and wholesome living; and finally we pledge ourselves to labor and to pray that all of these principles, founded upon the Gospel of Christ, may be worked out into the customs of Society and the Laws of the Land.*

From Henry Steele Commager, ed.. Documents of American History (New York: Meredith Corporation. 1968).

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

Women's Christian Temperance Union

Carrie Nation

Frances Willard

Eighteenth Amendment

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Regulation of Industry

Directions: Read the following excerpt to get an idea of the problem addressed by the reform movement.

In 1901 President Theodore Roosevelt spoke to Congress about the growth of big business:

> *The tremendous and highly complex industrial development which went on with ever- accelerated rapidity during the latter half of the nineteenth century brings us face to face, at the beginning of the twentieth, with very serious social problems. The old laws, and the old customs which had almost the binding force of law, were once quite sufficient to regulate the assimilation and distribution of wealth. Since the industrial changes which have so enormously increased the productive power of mankind, they are no longer sufficient.*
>
> *The growth of cites has gone on beyond comparison faster than the growth of the country, and the upbuilding of the great industrial centers has meant a startling increase, not merely in the aggregate of wealth, but in the number of very large individual, and especially of very large corporate, fortunes. The creation of these great corporate fortunes has not been due to the tariff nor to any other governmental action, but to natural causes in the business world, operating in other countries as they operate in our own....*
>
> *There is a widespread conviction in the minds of the American people that the great corporations known as trusts are in certain of their features and tendencies hurtful to the general welfare. This... is based upon sincere conviction that combination and concentration should be, not prohibited, but supervised and within reasonable limits controlled; and in my judgement this conviction is right.*

From Henry Steele Commager, ed., Documents of American History, pp. 20–21.

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

Federal Reserve Act
Meat Inspection Act
Pure Food and Drug Act
Federal Trade Commission

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Conservation

Directions: Read the following excerpt to get an idea of the problem addressed by the reform movement.

In the 1890s John Muir wrote magazine articles on conservation. He ended one article by saying:

> *Any fool can destroy trees. They cannot run away; and if they could, they would still be destroyed—chased and hunted down.... Few that fell [cut down] trees plant them.... It took more than three thousand years to make some of the trees in these Western woods—trees that are still standing in perfect strength and beauty, waving and singing in the mighty forests of the Sierra. Through all the wonderful, eventful centuries since Christ's time—and long before that—God has cared for these trees, saved them from drought, disease, avalanches,... but he cannot save them from fools—only Uncle Sam can do that.*

From Eden Force, John Muir (Englewood Cliffs, NJ: Silver Burdett Press, Simon & Schuster Elementary, copyright by Gallin House Press, Inc., 1990) p. 110.

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

John Muir	Yosemite National Park
Sierra Club	Gifford Pinchot

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Women's Suffrage

Directions: Read the following excerpt to get an idea of the problem addressed by the reform movement.

> In 1872 Susan B. Anthony was found guilty of illegally going to the polls and voting:
>
> *Her trial was 'fixed' from beginning to end. She was not allowed to testify in her own behalf. The jury was not allowed to retire to consider the verdict, was simply instructed to pronounce her there and then 'guilty....'*
>
> *But Miss Anthony made a victory of defeat. When the judge, after sentencing her, asked her if she had anything to say, she said yes she had. 'Your denial of my citizens' right to vote is the denial of my right of consent as one of the governed,' she said, 'the denial of my right of representation as one of the taxed,... the denial of my sacred right of life, liberty, property .... A commoner in England, tried before a jury of lords, would have had far less cause to complain than I, a woman, tried before a jury of men.'*
>
> *When the penalty was announced ($100 fine and the cost of the prosecution), Susan said very quietly: 'May it please your Honor, I shall never pay a dollar of your unjust penalty....'*
>
> From Hope Stoddard, Famous American Women (New York: Thomas Y. Crowell, 1970), p. 43.

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

National American Women's Suffrage Association
Nineteenth Amendment
Lucy Stone
Alice Paul

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Civil Rights

Directions: Read the following excerpt to get an idea of the problem addressed by the reform movement.

In 1896 John Hope demanded civil rights for all African Americans:

> If we are not striving for equality, in heaven's name for what are we living? I regard it as cowardly and dishonest for any of our colored men to tell white people or colored people that we are not struggling for equality. If money, education, and honesty will not bring to me as much privilege, as much equality as they bring to any American citizen, then they are to me a curse, and not a blessing. God forbid that we should get the implements with which to fashion our freedom, and then be too lazy or pusillanimous to fashion it. Let us not fool ourselves nor be fooled by others. If we cannot do what other freemen do, then we are not free. Yes, my friends, I want equality. Nothing less. I want all that my God-given powers will enable me to get, then why not equality?

From Milton Meltzer ed., In Their Own Words: A History of the American Negro, 1865–1916 (New York: Thomas Y. Crowell Company, 1965), p. 125.

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

W.E.B. DuBois	NAACP
Booker T. Washington	Atlanta Compromise

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Helping the Needy

Directions: Read the following excerpt to get an idea of the problem addressed by the reform movement.

> In 1910 Jane Addams described the work done at her settlement house in the book, Twenty Years at Hull House:
>
> We early found ourselves spending many hours in efforts to secure support for deserted women, insurance for bewildered widows, damages for injured operators, furniture from the clutches of the installment store. The Settlement is valuable as an information and interpretation bureau. It constantly acts between the various institutions of the city and the people for whose benefit these institutions were erected. The hospitals, the county agencies, and State asylums are often but vague rumors to the people who need them most. Another function of the Settlement to its neighborhood resembles that of the big brother whose mere presence on the playground protects the little one from bullies.
>
> From Dorothy S. Arnof, A Sense of the Past (New York: The MacMillan Company, 1967), p. 318.

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

Jane Addams	Lillian Wald
YMCA	Salvation Army

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Exposing Corruption

Directions: Read the following excerpt to get an idea of the problem addressed by the reform movement.

> In 1906, John Spargo wrote The Bitter Cry of the Children, a shocking investigation of one form of corruption, child labor:
>
> *One evening, not long ago, I stood outside of a large flax mill in Paterson, N.J., while it disgorged its crowd of men, women,and children employees....*
>
> *Of all the crowd of tired, pallid, and languid-looking childrenI could only get speech with one, a little girl who claimed thirteen years, though she was smaller than many a child of ten.... If my little Paterson friend was thirteen, perhaps the nature of her employment will explain her puny, stunted body. She works in the 'steaming room' of the flax mill. All day long, in a room filled with clouds of steam, she has to stand barefooted in pools of water twisting coils of wet hemp. When I saw her she was dripping wet, though she said that she had worn a rubber apron all day. In the coldest evenings of winter little Marie, and hundreds of other little girls, must go out from the superheated rooms into the bitter cold in just that condition. No wonder that such children are stunted and underdeveloped!*
>
> From Richard B. Morris and James Woodress, eds., Voice from America's Past, vol. 2, pp. 211–212.

Directions: Answer the following questions on a separate sheet of paper.

Part I: In your own words, describe the problem being addressed by this excerpt.

Part II: Research the following terms and individuals to learn more about the specific people and actions involved with this reform.

Muckrakers

Upton Sinclair

Ida Tarbell

Jacob Riis

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Data Recording Worksheet

Problem:		People, groups or actions	Descriptions of people, group or actions	Effect on America
	1.			
	2.			
	3.			
	4.			
Problem:	1.			
	2.			
	3.			
	4.			

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 1: What were the political, economic, and social reforms that shaped America?

Essay Assignment Sheet

You have just concluded a study of nine of the reform movements that changed political, economic, and social life in America in the period being studied. **In your opinion, what were the three most significant reforms?** Use one or more of the following criteria to support your opinion:

- reforms which benefited the largest number of people
- reforms which were of greatest value to society
- reforms which did away with the greatest evil
- reforms which had the longest lasting impact

You are to write a persuasive essay that explains and defends your choices. You will be evaluated on your use of evidence to support your decisions. See the "Criteria for Essay: Three Most Significant Reforms" to help you develop your essay.

Unit VIII: "Waves of Reform" ca 1880s to 1921

Argument: Three reforms are selected and the significance of each is clearly explained in a separate paragraph.	Three strong, thoughtful, and insightful arguments made.	5____
	Three adequate arguments made.	4____
	Three brief arguments made.	3____
	Arguments made but not clearly explained.	2____
	Student fails to adequately describe reforms.	1____
Evidence: Facts, details, and examples are used to support the significance of each reform selected.	Variety of accurate facts, details, and examples.	5____
	Sufficient amount of material used to support arguments.	4____
	Small amount of supporting information is included.	3____
	A mix of accurate and inaccurate information included.	2____
	No supporting information is included.	1____
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay had definite beginning, middle, and end.	3____
	There is an attempt to organize essay.	2____
	No organization, lacking proper structure.	1____
Writing style: Essay is readable with varied sentence structure.	Clear and readable writing style.	2____
	Some parts of letter are not clear.	1____
Grammar, mechanics, spelling. Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2____
	Some weaknesses and errors.	1____

17-16 = Excellent
15-14 = Good
13-12 = Satisfactory
11-10 = Needs Improvement
9- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

"Waves of Reform" ca 1880s to 1921

Question/Problem 2: How did America become an imperial nation?

Objectives: The students will be able to:

1. describe the reasons for and outcomes of the Spanish-American War.
2. recognize and compare the points of view both supporting and opposing imperialism.
3. apply their knowledge of imperialism to the creation of a political cartoon.

Description of lesson/activity:

1. Students should read, individually or in a whole class setting, and complete the accompanying "Reasons for the War" worksheet as an introduction to the Spanish-American War.
2. The teacher should provide additional information regarding steps leading to the Spanish-American War, battles of that war, the war's outcomes and the debate over American Imperialism. Emphasis should be placed on the United States' acquisition of territory as a result of the war.
3. The students should be directed to make two lists; one should list the reasons for imperialism and the other should list the reasons opposing it. The teacher may wish to supplement textbooks with the accompanying "Imperialism Readings."
4. Students should then be directed to draw two political cartoons. One cartoon should support American expansion/imperialism and the other cartoon should support the anti-imperialist point of view. Students should receive the accompanying "Imperialism Political Cartoons: Assessment Criteria" as a guide for this assignment.
5. Evaluation of the cartoons should be based on demonstrated knowledge of pro and con arguments. The teacher should use the assessment criteria for grading purposes.

Resources:

1. Student Textbook
2. "Reasons for War" Worksheet
3. Imperialism Readings
4. "Imperialism Political Cartoons: Assessment Criteria" handout

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 2: How did America become an imperial nation?

Reasons for the War Worksheet

Directions: On April 11, 1898, President William McKinley described a "grave crisis... in the relations of the United States to Spain" in a Message to Congress. Read the following excerpts from that message and answer the questions below.

The present revolution (in Cuba) is but the successor of other similar insurrections which have occurred in Cuba against the dominion of Spain, extending over a period of nearly half a century, each of which during its progress has subjected the United States to great effort and expense in enforcing its neutrality laws, caused enormous losses to American trade and commerce, caused irritation, annoyance, and disturbance among our citizens, and, by the exercise of cruel, barbarous, and uncivilized practices of warfare, shocked the sensibilities and offended the human sympathies of our people....

The forcible intervention of the United States as a neutral to stop the war, according to the large dictates of humanity and following many historical precedents where neighboring states have interfered to check the hopeless sacrifices of life by internecine conflicts beyond their borders, is justifiable on rational grounds. It involves, however, hostile constraint upon both the parties to the contest, as well to enforce a truce as to guide the eventual settlement.

The grounds for such intervention may be briefly summarized as follows:

First. In case of humanity and to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there, and which the parties to the conflict are either unable or unwilling to stop or mitigate. It is no answer to say this is all in another country, belonging to another nation, and is therefore none of our business. It is specially our duty, for it is right at our door.

Second. We owe it to our citizens in Cuba to afford them that protection and indemnity for life and property which no government there can or will afford, and to that end to terminate the conditions that deprive them of legal protection.

Third. The right to intervene may be justified by the very serious injury to the commerce, trade, and business of our people and by the wanton destruction of property and devastation of the island.

Fourth, and which is of the utmost importance. The present condition of affairs in Cuba is a constant menace to our peace and entails upon this government an enormous expense. With such a conflict waged for years in an island so near us and with which our people have such trade and business relations; when the lives and liberty of our citizens are in constant danger and their property destroyed and themselves ruined; where our trading vessels are liable to seizure and are seized at our very door by war ships of a foreign national the expeditions of filibustering that we are powerless to prevent altogether, and the irritating questions and entanglements thus arising—all these and others that I need not mention, with *the resulting strained relations, are a constant menace to our peace and compel us to keep on a semi-war footing with a nation with which we are at peace.*

These elements of danger and disorder already pointed out have been strikingly illustrated by a tragic event which has deeply and justly moved the American people. I have already transmitted to Congress the report of the naval court of inquiry on the destruction of the battle ship Maine in the harbor of Havana during the night of the 15th of February. The destruction of that noble vessel has filled the national heart with inexpressible horror....

The long trial has proved that the object for which Spain has waged the war can not be attained. The fire of insurrection may flame or may smolder with varying seasons, but it has not been and it is plain that it can not be extinguished by present methods. The only hope of relief and repose from a condition which can no longer be endured is the enforced pacification of Cuba. In the name of humanity, in the name of civilization, in behalf of endangered American interests which give us the right and the duty to speak and to act, the war in Cuba must stop.

In view of these facts and of these considerations I ask the Congress to authorize and empower the President to take measures to secure a full and final termination of hostilities between the Government of Spain and the people of Cuba, and to secure in the island the establishment of a stable government, capable of maintaining order and observing its international obligations, insuring peace and tranquility and the security of its citizens as well as our own, and to use the military and naval forces of the United States as may be necessary for these purposes.

From Henry Steele Commager, ed., Documents of American History, pp. 1–4.

Answer the following on a separate sheet of paper.

1. What problems existed in Cuba?
2. List the four grounds for intervention given by the President.
3. What did the destruction of the Maine illustrate?
4. What action did President McKinley call on the Congress to take?
5. Look in an American history textbook. Are there other reasons for United States intervention not found in President McKinley's message?

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 2: How did America become an imperial nation?

Imperialism Readings

The following are excerpts from two primary sources of 1898 and 1899. One is a statement of support for the idea of imperialism and the other is a condemnation of imperialism.

Reading 1:

Senator Beveridge Discusses the March of the Flag, September, 1898

Shall the American people continue their march toward the commercial supremacy of the world? Shall free institutions broaden their blessed reign as the children of liberty wax in strength, until the empire of our principles is established over the hearts of all mankind?

Shall we be as the man who had one talent and hid it, or as he who had ten talents and used them until they grew to riches? And shall we reap the reward that waits on our discharge or our high duty; shall we occupy new markets for what our farmers raise, our factories make, our merchants sell—aye and, please God, new markets for what our ships shall carry?

The Opposition tells us that we ought not to govern a people without their consent. I answer: The rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government. We govern the Indians without their consent, we govern our territories without their consent, we govern our children without their consent. How do they know that our government would be without their consent?...

The ocean does not separate us from the lands of our duty and desire —the oceans join us, rivers never to be dredged, canals never to be repaired. Steam joins us; electricity joins us—the very elements are in league with our destiny. Cuba not contiguous! Porta Rico not contiguous! Hawaii and the Philippines not contiguous! The oceans make them contiguous. And our navy will make them contiguous.

But the opposition is right—there is a difference. We did not need the Western Mississippi Valley when we acquired it, nor Florida, nor Texas, nor California, nor the royal provinces of the far northwest. We had no emigrants to people this imperial wilderness, no money to develop it, even no highways to cover it. No trade awaited us in its savage fastness. Our productions were not greater than our trade. There was not one reason for the land-lust of our statesmen from Jefferson to Grant, other than the prophet and the Saxon within them. But, to-day, we are raising more than we can consume, making more than we can use. Therefore we must find new markets for our produce....

So Hawaii furnishes us a naval base in the heart of the Pacific; the Ladrones *another, a voyage further on; Manila another, at the gates of Asia—Asia, to the trade of whose hundreds of millions American merchants, manufactures, farmers, have as good right as those of Germany or France or Russia or England; Asia, whose commerce with the United Kingdom alone amounts to hundreds of millions of dollars every year; Asia, to whom Germany looks to take her surplus products; Asia, whose doors must not be shut against American trade. Within five decades the bulk of Oriental commerce will be ours....*

We can not fly from our world duties; it is ours to execute the purpose of a fate that had driven us to be greater than our small intentions. We can not retreat from any soil where Providence has unfurled our banner; it is ours to save that soil for liberty and civilization.

From William Appleman Williams, The Shaping of American Diplomacy (Chicago: Rand McNally & Co., 1960), pp. 433–434.

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 2: How did America become an imperial nation?

Imperialism Readings

Reading 2:

Platform of the American Anti–Imperialist League, October 18, 1899

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist the subjugation of any people is 'criminal aggression' and open disloyalty to the distinctive principles of our Government.

We demand the immediate cessation of the war against liberty begun by Spain and continued by us. We urge that Congress be promptly convened to announce the Filipinos our purpose to concede to them the independence for which they have so long fought and which of right is theirs.

The United States have always protested against the doctrine of international law which permits the subjugation of the weak by the strong. A self–governing state cannot accept sovereignty over an unwilling people. The United States cannot act upon the ancient heresy that might makes right.

Imperialists assume that with the destruction of self–government in the Philippines by American hands, all opposition here will cease....

The real firing line is not in the suburbs of Manila. The foe is of our own household. The attempt of 1861 was to divide the country. That of 1899 is to destroy its fundamental principles and noblest ideals.

We deny that the obligation of all citizens to support their Government in times of grave National peril applies to the present situation. If an Administration may with impunity ignore the issues upon which it was chosen, deliberately create a condition of war anywhere on the face of the globe, debauch the civil service for spoils to promote the adventure, organize a truth– suppressing censorship and demand of all citizens a suspension of judgement and their unanimous support while it chooses to continue the fighting, representative government itself is imperiled.

We hold, with Abraham Lincoln, that 'no man is good enough to govern another man without that man's consent. When the white man governs himself, that is self–government, but when he governs himself and also governs another man, that is more than self–government—that is despotism.'

Those who deny freedom to others deserve it not for themselves, and under a just God cannot long retain it....

We cordially invite the cooperation of all men and women who remain loyal to the

Declaration of Independence and the Constitution of the United States.

From Henry Steele Commager, ed., Documents of American History, pp. 11–12.

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 2: How did America become an imperial nation?

Imperialism Political Cartoons: Assessment Criteria

Point of View: One political cartoon accurately represents imperialistic point of view.	Cartoon clearly and accurately supports imperialism.	3______
	Cartoon supports imperialism.	2______
	Cartoon neither clearly or accurately supports imperialism.	1______
Point of View: One political cartoon accurately represents anti-imperialistic point of view.	Cartoon clearly and accurately supports anti-imperialism.	3______
	Cartoon supports imperialism.	2______
	Cartoon neither clearly or accurately supports anti-imperialism.	1______
Symbols: The symbols used in the cartoons are historically accurate and clearly stand for what the author intended.	All of the symbols chosen are clear and accurate.	4______
	Most of the symbols are clear and accurate.	3______
	Some of the symbols are clear, many are not.	2______
	The symbols chosen for the cartoons are unclear.	1______
Neatness: Cartoons are neatly drawn and have a finished appearance.	The cartoons are neatly drawn.	3______
	The cartoons are fairly neat.	2______
	The cartoons appear to be messy.	1______

17-15 = Excellent
14-13 = Good
12-11 = Satisfactory
10- 9 = Needs Improvement
8- 4 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 3: How did the United States exert its influence as a world power?

Objectives: The student will be able to:

1. explain that the United States had an increased leadership role after the Spanish American War both in the Western Hemisphere and the world.
2. explain how the failure of the United States to join the League of Nations eliminated its leadership role.
3. interpret and compare political cartoons.
4. gather information from a variety of resources.

Description of lesson/activity:

1. The teacher should introduce the accompanying "World Power Political Cartoon--1905" and discuss significance with students.
2. Students should complete the accompanying "Rating United States World Involvement" Chart using their textbook and other available resources. Directions are found on a separate worksheet.
3. The class discussion based on completed charts should emphasize the growth of United States leadership and its subsequent decline after the failure of Congress to ratify the Treaty of Versailles.
4. The teacher should introduce the "World Power Political Cartoon—1920." Comparison of the 1920 cartoon and the 1905 cartoon should emphasize the changing role of the United States in world affairs.

Resources:

1. Student textbook
2. "Rating United States World Involvement" directions
3. "Rating United States World Involvement" Chart
4. "World Power Political Cartoon --1905" worksheet
5. "World Power Political Cartoon—1920" worksheet

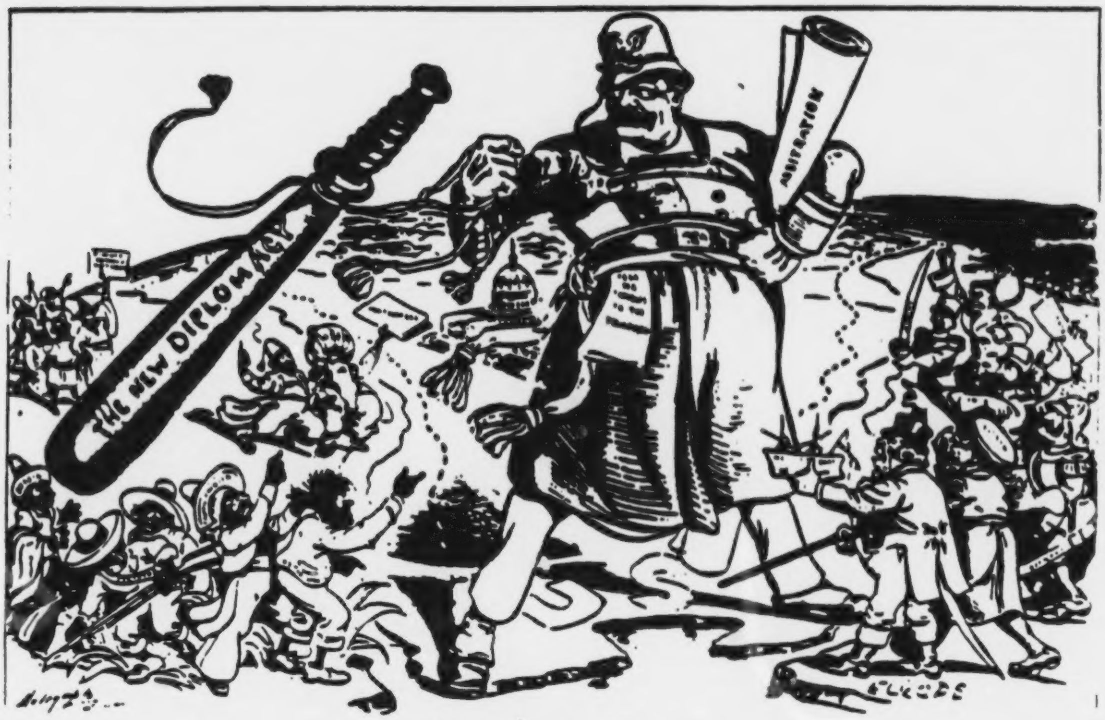
Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 3: How did the United States exert its influence as a world power?

World Power Political Cartoon—1905

Directions: Study the political cartoon and answer the questions below.

The World's Constable



Louis Dalrymple. *Judge*, 1905.

From the editors of the Foreign Policy Association, A Cartoon History of United States Foreign Policy (New York: William Morrow and Company, 1975), p. 47.

1. What nation is represented by the policeman (constable)? What person?

2. What nations are represented as surrounding the policeman?

3. According to this cartoon, what is the relationship between the United States and the world?

Unit VIII: "Waves of Reform" ca 1880s to 1921

World Involvement" chart

"World Power Political Cartoon—1905" worksheet

Question/Problem 3: How did the United States exert its influence as a world power?

Rating United States World Involvement

Directions for filling in the chart:

- The first column lists examples of ways the United States dealt with other nations between 1898 and 1920.
- Using your textbooks or other available resources, find and enter into the second column a description of U.S. involvement in each event or action.
- Using the rating criteria listed below rate each action or event and place the appropriate number in the third column of your chart:

Rating Criteria:

1. America was providing leadership in the world.
2. America was active in world events.
3. America was involved in Western Hemisphere events.
4. America was avoiding involvement in world events.

- In the fourth column, write a justification which explains why you rated each event as you did in column three.

Unit VIII: "Waves of Reform" ca 1880s to 1921

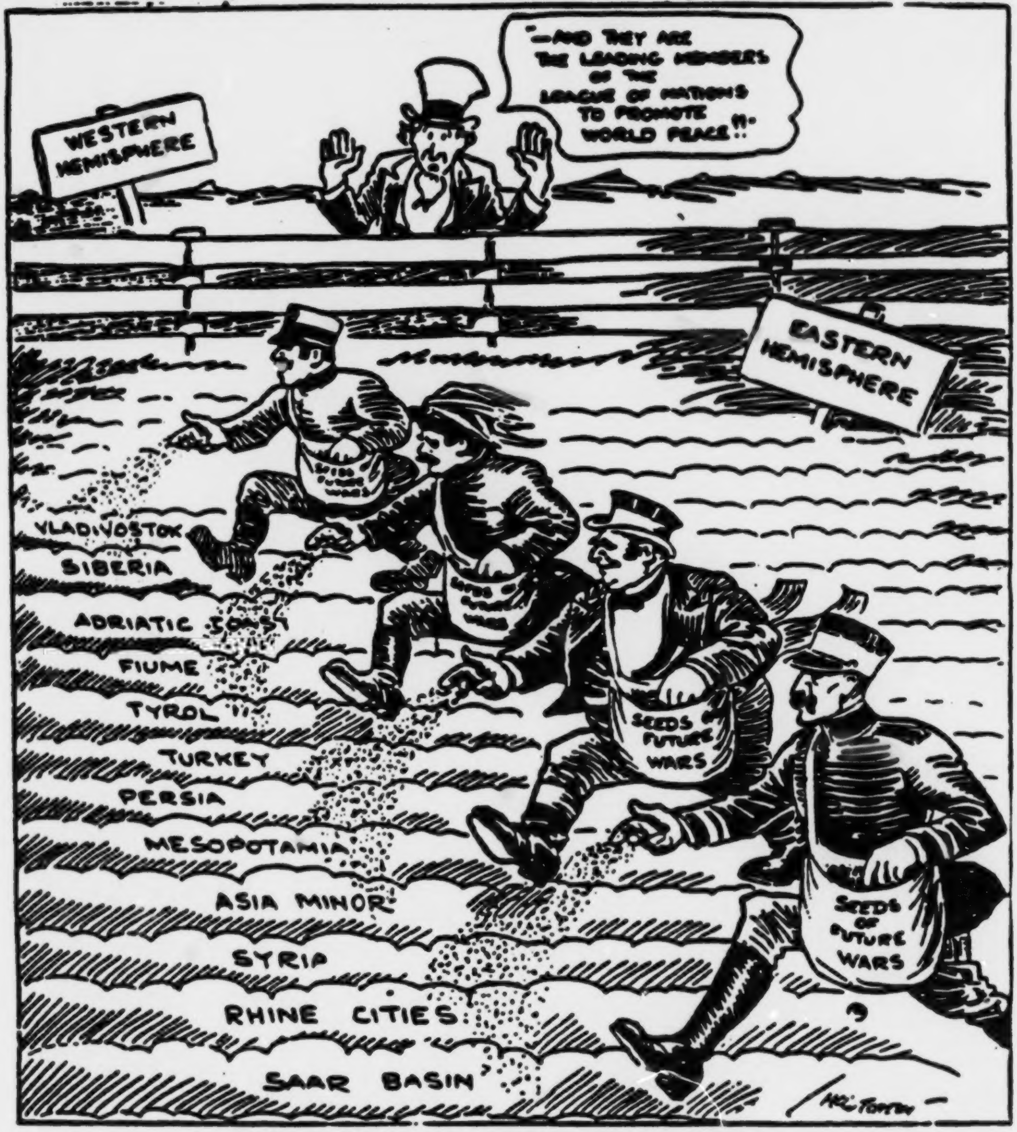
Question/Problem 3: How did the United States exert its influence as a world power?

Examples World Involvement	Description of U.S. Involvement or Action	Rating	Justification of Rating
Annexation of Hawaii (1898)			
Open Door Policy (1899)			
Panama Canal (1903–14)			
Russo–Japanese Peace Treaty (1904)			
Roosevelt Corollary (1904)			
Mexican Revolution (1911–17)			
World War (1914–18)			
Wilson's 14 Points (1918)			
League of Nations (1920)			

Unit VIII: "Waves of Reform" ca 1880s to 1921

Question/Problem 3: How did the United States exert its influence as a world power?

Directions: Study the political cartoon and answer the questions below.


"—AND THEY ARE THE LEADING MEMBERS OF THE LEAGUE OF NATIONS TO PROMOTE WORLD PEACE!!"
WESTERN HEMISPHERE
EASTERN HEMISPHERE
SEEDS OF FUTURE WARS
SEEDS OF FUTURE WARS
SEEDS OF FUTURE WARS
SEEDS OF FUTURE WARS
VLADIVOSTOK
SIBERIA
ADRIATIC COAST
FIUME
TYROL
TURKEY
PERSIA
MESOPOTAMIA
ASIA MINOR
SYRIA
RHINE CITIES
SAAR BASIN
McCUTCHEON

John T. McCutcheon. *The Tribune* (Chicago), 1920.

From the editors of the Foreign Policy Association, A Cartoon History of United States Foreign Policy (New York: William Morrow and Company, Inc., 1975), p. 61.

1. What nation is on the outside of the fence? What's happening inside the fence?

2. According to the cartoon, what is the relationship between the United States and the rest of the world?

3. List the three most important differences between this 1920 cartoon and the 1905 cartoon. What conclusions can be drawn from these differences?

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Unit IX: Boom and Bust: 1921 – 1933

Content and Understanding:

1. Prohibition had a great impact on the lives of the American people during the 1920s.
2. The 1920s were a time of many social, political, economic, and technological developments.
3. The stock market crash was the culmination of political, social, and economic forces that were out of control.

Teacher's Rationale:

The concepts and content of this unit will encourage students to reach an understanding of what life was like during the 1920s by researching the lives of individuals from that period. It is important for students to comprehend that while the 1920s were a period of economic boom and prosperity for many, it was also a time of grave difficulty for others. Students need to understand the economy of the 1920s to comprehend the Stock Market Crash and the Depression that follows.

Students often enjoy the parallels between this decade and contemporary life. The 1920s were a period of unrest, of an emphasis on style and entertainment, crime and sports, with a growing friction between generations, all of which students can identify with today.

In addition, the activities in which students participate to reach an understanding of the concepts and content will encourage the students to assess information they have researched, take positions, and support their positions with appropriate evidence.

Table of Contents:

- Question/Problem 1: What effects did Prohibition have on American society in the 1920s?
- Question/Problem 2: How did the lives of famous people reflect life in the 1920s?
- Question/Problem 3: Prove that the 1920s were either the best of times or the worst of times.
- Question/Problem 4: What were the economic problems during the 1920s that led to the Stock Market Crash?

Unit IX: Boom and Bust: 1921 - 1933

Question/Problem 1: What effect did Prohibition have on American society of the 1920s?

Objectives: The student will be able to

1. define prohibition.
2. describe the effects of Prohibition on society in the 1920s.
3. work with a variety of primary and secondary resources to learn more about Prohibition.

Description of lesson/activity:

1. Students should have a prior knowledge of the temperance movement from Unit VIII on reform taught earlier in the year.
2. Students should work through the accompanying "Prohibition Worksheet," and teacher– led discussion should review student inferences regarding Prohibition based on the 18th and 21st Amendments.
3. Students should then be given the "Descriptions of Prohibition" handout and the "Prohibition: Positive and Negative Effects" worksheets. Teacher should direct students to read the handout and search for examples of Prohibition's effects on people and society, filling out the worksheet as they read. (Note that the Volstead Act is very detailed in terms of who is and is not affected by this law.) The teacher may supplement the handout with textbook or other resource readings.
4. Completed worksheets could be used for a writing assignment in which the student decides whether Prohibition had more of a positive or negative effect. The accompanying "Essay: What Effect Did Prohibition Have?" handout gives directions for this assignment.
5. As a culminating activity, the teacher should lead a discussion that compares the prohibition of alcoholic beverages in the 1920s to the current debate over the use of alcohol, tobacco products, and illegal drugs.

Resources:

1. Student textbook
2. "Prohibition" worksheet
3. "Descriptions of Prohibition" handout
4. "Prohibition: Positive or Negative Effects" worksheet
5. "Essay: What Effect Did Prohibition Have?" Handout

Unit IX: Boom and Bust: 1921 - 1933

Question/Problem 1: What effects did Prohibition have on American society of the 1920s?

Prohibition Worksheet

Directions: Read the following two amendments to the Constitution and answer the questions below.

Eighteenth Amendment (National Prohibition)

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.
Ratified 1919

Twenty–First Amendment (Repeal of National Prohibition)

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.
Ratified 1933

1. In your own words, define "Prohibition."

2. What are possible reasons for the ratification of the Eighteenth Amendment?

3. What are possible reasons for the ratification of the Twenty–First Amendment?

Unit IX: Boom and Bust: 1921 – 1933

Question/Problem 1: What effects did Prohibition have on American society of the 1920s?

Descriptions of Prohibition

Directions: Read the following descriptions of Prohibition. Use these readings to fill out the worksheet on positive and negative effects of Prohibition.

1. The Volstead Act (1919) put the Eighteenth Amendment into law. Below are excerpts from that act.

SEC. 3. *No person shall on or after the date when the eighteenth amendment to the Constitution of the United States goes into effect, manufacture, sell, barter, transport, import, export, deliver, furnish or possess any intoxicating liquor except as authorized in this Act, and all the provisions of this Act shall be liberally construed to the end that the use of intoxicating liquor as a beverage may be prevented....*

SEC. 6. *No one shall manufacture, sell, purchase, transport, or prescribe any liquor without first obtaining a permit from the commissioner so to do, except that a person may, without a permit, purchase and use liquor for medicinal purposes when prescribed by a physician as herein provided, and except that any person who in the opinion of the commissioner is conducting a bona fide hospital or sanatorium engaged in the treatment of persons suffering from alcoholism....*

Nothing in this title shall be held to apply to the manufacture, sale, transportation, importation, possession, or distribution of wine for sacramental purposes, or like religious rites....

SEC. 18. *It shall be unlawful to advertise, manufacture, sell, or possess for sale any utensil, contrivance, machine, preparation, compound, tablet, substance, formula direction, recipe advertised, designed, or intended for use in the unlawful manufacture of intoxicating liquor....*

SEC. 21. *Any room, house, building, boat, vehicle, structure, or place where intoxicating liquor is manufactured, sold, kept, or bartered in violation of this title, and all intoxicating liquor and property kept and used in maintaining the same, is hereby declared to be a common nuisance, and any person who maintains such a common nuisance shall be guilty of a misdemeanor and upon conviction thereof shall be fined not more than $1,000 or be imprisoned for not more than one year, or both....*

SEC. 25. *It shall be unlawful to have or possess any liquor or property designed for the manufacture of liquor intended for use in violating this title or which has been so used, and no property rights shall exist in any such liquor or property.... No search warrant shall issue to search any private dwelling occupied as such unless it is being used for the unlawful sale of intoxicating liquor, or unless it is in part used for some business purposes such as a store, shop, saloon, restaurant, hotel, or boarding house....*

SEC. 29. *Any person who manufactures or sells liquor in violation of this title shall for a first offense be fined not more than $1,000, or imprisoned not exceeding six months, and for a second or subsequent offense shall be fined not less than $200 nor more than $2,000 and be imprisoned not less than one month nor more than five years.*

From Henry Steele Commager, ed., Documents of American History (New York: Meredith Corporation, 1968), pp. 154–156.

2. In 1931, Frederick Allen wrote Only Yesterday, in which he described the '20s:

If you had informed the average American citizen that prohibition was destined to furnish the most violently explosive public issue of the nineteen–twenties, he would probably have told you that you were crazy. If you had been able to sketch for him a picture of conditions as they were actually to be—rum–ships rolling in the sea outside the twelve–mile limit and transferring their cargoes of whisky by night to fast cabin cruisers, beer–running trucks being hijacked on the interurban boulevards by bandits with Thompson sub–machine guns, illicit stills turning out alcohol by the carload, the fashionable dinner party beginning with contraband cocktails as a matter of course, ladies and gentlemen undergoing scrutiny from behind the curtained grill of the speakeasy, and Alphonse Capone, multi–millionaire master of the Chicago bootleggers, driving through the streets in an armor–plated car with bullet–proof windows—the innocent citizen's jaw would have dropped. The Eighteenth Amendment had been ratified, to go into effect on January 16, 1920; and the Eighteenth Amendment, he had been assured and he firmly believed, had settled the prohibition issue. You might like it or not, but the country was going dry.

When the Eighteenth Amendment was ratified, prohibition seemed, as we have already noted, to have an almost united country behind it. Evasion of the law began immediately, however, and strenuous and sincere opposition to it—especially in the large cities of the North and East— quickly gathered force. The results were the bootlegger, the speakeasy, and a spirit of deliberate revolt which in many communities made drinking "the thing to do." From these facts in turn flowed further results: the increased popularity of distilled as against fermented liquors, the use of the hip–flask, the cocktail party, and the general transformation of drinking from a masculine prerogative to one shared by both sexes together. The old–time saloon had been overwhelmingly masculine; the speakeasy usually catered to both men and women. As Elmer Davis put it, "The old days when father spent his evenings at Cassidy's bar with the rest of the boys are gone, and probably gone forever; Cassidy may still be in the business at the old stand and father may still go down there of evenings, but since prohibition mother goes down with him." Under the new regime not only the drinks were mixed, but the company as well.

From Frederick L. Allen, Only Yesterday (New York: Harper and Row, 1931), pp. 245, 99.

3. A German visiting the United States during the 1920s described Prohibition like this:

> *'But,' it might be asked, 'where do all these people get the liquor?' Very simple. Prohibition has created a new, a universally respected, a well–beloved, and a very profitable occupation, that of the bootlegger who takes care of the importation of the forbidden liquor. Everyone knows this, even the powers of government. But this profession is beloved because it is essential, and it is respected because its pursuit is clothed with an element of danger and with a sporting risk....*
>
> *Yet it is undeniable that prohibition has in some respects been signally successful. The filthy saloons, the gin mills which formerly flourished on every corner and in which the laborer once drank off half his wages, have disappeared. Now he can instead buy his own car, and ride off for a weekend or a few days with his wife and children in the country or at the sea. But, on the other hand, a great deal of poison and methyl alcohol has taken the place of the good old pure whiskey. The number of crimes and misdemeanors that originated in drunkenness has declined. But by contrast, a large part of the population has become accustomed to disregard and to violate the law without thinking. The worst is that, precisely as a consequence of the law, the taste for alcohol has spread ever more widely among the youth. The sporting attraction of the forbidden and the dangerous leads to violations. My observations have convinced me that many fewer would drink were it not illegal.*

From Thomas A. Bailey, ed., The American Spirit: United States History as Seen by Contemporaries, vol. II (New York: D.C. Heath and Company, 1973), pp. 775–776.

4. In 1926 a Congressman from New York spoke out regarding Prohibition:

> *I am for temperance; that is why I am for modification.*
>
> *I believe that the percentage of whisky drinkers in the United States now is greater than in any other country of the world. Prohibition is responsible for that....*
>
> *At least $1,000,000,000 a year is lost to the National Government and the several states and counties in excise taxes. The liquor traffic is going on just the same. This amount goes into the pockets of bootleggers and into the pockets of the public officials in the shape of graft....*
>
> *I will concede that the saloon was odious, but now we have delicatessen stores, pool rooms, drug stores, millinery shops, private parlors, and 57 other varieties of speakeasies selling liquor and flourishing.*
>
> *I have heard of $2,000 a year prohibition agents who run their own cars with liveried chauffeurs.*
>
> *It is common talk in my part of the country that from $7.50 to $12 a case is paid in graft from the time the liquor leaves the 12–mile limit until it reaches the ultimate consumer. There seems to be a varying market price for this service created by the degree of vigilance or the degree of greed of the public officials in charge.*
>
> *It is my calculation that at least $1,000,000 a day is paid in graft and corruption to Federal, state, and local officers. Such a condition is not only intolerable, but it is demoralizing and dangerous to organized government....*

The Prohibition Enforcement Unit has entirely broken down. It is discredited; it has become a joke. Liquor is sold in every large city....

From Thomas A. Bailey, ed., The American Spirit: United States History as Seen by Contemporaries, vol. II, pp. 776–777.

5. The Women's Christian Temperance Union (WCTU) had a different view of Prohibition, since it had fought against alcohol for decades. In 1926 the president of the WCTU said:

It is not easy to get at the facts about the effect of prohibition on health, morals, and economic [life] because they are interwoven with other causes, and partial statistics may be misleading. But the elimination of a preventable cause of poverty, crime, tuberculosis, the diseases of middle life, unhappy homes, and financial depression brings results insofar as the law is observed and enforced....

The closing of the open saloon with its doors swinging both ways, an ever-present invitation for all to drink—men, women, and boys—is an outstanding fact, and no one wants it to return. It has resulted in better national health, children are born under better conditions, homes are better, and the mother is delivered from the fear of a drunken husband. There is better food. Savings-banks deposits have increased, and many a man has a bank account to-day who had none in the days of the saloon.

The increase in home owning is another evidence that money wasted in drink is now used for the benefit of the family. Improved living conditions are noticeable in our former slum districts. The Bowery and Hell's Kitchen are transformed.

Safety-first campaigns on railroads and in the presence of the increasing number of automobiles are greatly strengthened by prohibition.

The prohibition law is not the only law that is violated. Traffic laws, anti-smuggling laws, as well as the Volstead [prohibition] Act, are held in contempt. It is the spirit of the age.

Life-insurance companies have long known that drinkers were poor risks, but they recognize the fact that prohibition has removed a preventable cause of great financial loss to them.

from Thomas A. Bailey, ed., The American Spirit: United States History as Seen by Contemporaries, vol. II, pp. 778–779.

Unit IX: Boom and Bust: 1921 – 1933

Question/Problem 1: What effects did Prohibition have on American society of the 1920s?

Prohibition: Positive Effects

Positive social aspects:

Positive economic aspects:

Positive political aspects:

Unit IX: Boom and Bust: 1921 – 1933

Question/Problem 1: What effects did Prohibition have on American society of the 1920s?

Prohibition: Negative Effects

Negative social aspects:

Negative economic aspects:

Negative political aspects:

Unit IX: Boom and Bust: 1921 - 1933

Question/Problem 1: What effects did Prohibition have on American society of the 1920s?

Essay: What Effect Did Prohibition Have?

Directions: Write an essay expressing whether you believe Prohibition had more of a positive or a negative effect on the United States in the 1920s. Use evidence and facts from your completed "Prohibition: Positive or Negative Effects" worksheets to support your point of view.

Unit IX: Boom and Bust: 1921 – 1933

Question/Problem 2: How did the lives of famous people reflect life in the 1920s?

Objectives: The student will be able to

1. explain how an important individual left his or her mark on the 1920s.
2. gather information using a variety of resources.
3. demonstrate organizational skills through note–taking and preparation of an oral report and visual aid.
4. demonstrate listening skills by gathering data/information about life in the 1920s from class oral reports.

Description of lesson/activity:

1. Students should select, or be assigned, a famous person from the 1920s. See the "1920s Famous People Mini–Project" handout for a suggested list of people. Prior to this step, the teacher should work with the school's media specialist to find out what resources are available for this unit and if information about all the people on the list is available.
2. Students should prepare a brief written report, a brief oral report, and a visual aid. See the mini–project handout for directions. Students may use the accompanying "Mini– Project Notes Outline" to help them organize the information they gather.
3. As each student reports on his or her famous person, the rest of the class should be gathering information on the accompanying "Notes on Famous People" worksheet. The teacher should grade the oral reports using the accompanying "Assessment Criteria for 1920s Oral Report."
4. Teacher should advise students that their notes will be very important in the completion of the next question/problem.

Resources:

1. "1920s Famous People, Mini–Project" handout.
2. "Mini–Project Notes Outline" handout.
3. Library/Media Center resources including encyclopedias and Current Biography.

Unit IX: Boom and Bust: 1921 – 1933

Question/Problem 2: How did the lives of famous people reflect life in the 1920s?

1920s Famous People Mini–Project

Many people became famous in the 1920s for a variety of reasons. Some of these people are still well known today, while others have been forgotten over the years.

This mini–project is a quick way to become familiar with one important personality of the Twenties. Follow the instructions below:

1. Your teacher will assign one person to each student. Both that person and something he or she is associated with will be all you will be given to start.
2. A librarian will explain how to use the special research books that contain information on these people. Time will be given in class to begin your research, but you may need to use the media center at other times.
3. You will gather your information for your oral report on the organized form provided. This is to be handed in with your visual aid.
4. On an 8 1/2" X 11" piece of oaktag, you will prepare a visual aid about the person you are researching. On the oaktag you will give the name you have been assigned, add some kind of artwork that explains what that person is famous for, and print three or four sentences to briefly explain why this person was important in the Twenties.
5. You will be expected to give a one to two minute oral report on the person you have researched. You must give all vital information, including an explanation of your visual aid, biographical information, his/her activities during the 1920s, the impact of these activities and other points of interest.
6. Your grade will be based on: (1) neatness, accuracy, and imaginativeness of the poster; (2) accuracy and completeness of the information in the oral report; and (3) delivery of the oral report including speaking voice and length of time.

Use the following to help you organize for this mini–project:

Person you are researching.

____

Why is the person famous?

____

Date oral report is due.

____

PERSON	EVENT OR ACTIVITY
Louis Armstrong	Jazz
Clarence Birdseye	Quick Freezing
Al Capone	Prohibition
Carrie Chapman Catt	League of Women Voters
Charlie Chaplin	Films
Jack Dempsey	Professional Boxing
Amelia Earhart	Flight
Gertrude Ederle	English Channel
Albert Fall	Teapot Dome Scandal
F. Scott Fitzgerald	The Great Gatsby
Henry Ford	Model T
Marcus Garvey	UNIA
George Gershwin	Concert Music
Texas Guinan	Prohibition
Warren G. Harding	"Return to Normalcy"
Ernest Hemingway	Literature
Langston Hughes	Harlem Renaissance
Al Jolson	Talkies
Bobby Jones	Golf
Frank B. Kellogg	Kellogg–Briand Pact
Charles Lindbergh	Spirit of St. Louis
Edna St. Vincent Millay	Poetry
A. Mitchell Palmer	The Red Scare
Mary Pickford	Films
Knute Rockne	Football
Babe Ruth	Yankees
Sacco and Vanzetti	Electric Chair
John T. Scopes	"Monkey Trial"
William Joseph Simmons	Ku Klux Klan
Bessie Smith	The Blues

Unit IX: Boom and Bust: 1921–1933

Question/Problem 2: How did the lives of famous people reflect life in the 1920s?

Mini–Project Notes Outline

Name of famous person ____________________

Biographical Information:

Activities during the 1920s:

Impact of this person's activities:

Other points of interest:

Unit IX: Boom and Bust: 1921–1933

Question/Problem 2: How did the lives of famous people reflect life in the 1920s?

Notes on Famous People

PERSON	EVENT	WHY IMPORTANT
Louis Armstrong		
Clarence Birdseye		
Al Capone		
Carrie Chapman Catt		
Charlie Chaplin		
Jack Dempsey		
Amelia Earhart		
Gertrude Ederle		
Albert Fall		
F. Scott Fitzgerald		
Henry Ford		
Marcus Garvey		
George Gershwin		
Texas Guinan		
Warren G. Harding		

Notes on Famous People

PERSON	EVENT	WHY IMPORTANT
Earnest Hemingway		
Langston Hughes		
Al Jolson		
Bobby Jones		
Frank B. Kellogg		
Charles Lindbergh		
Edna St. Vincent Millay		
A. Mitchell Palmer		
Mary Pickford		
Knute Rockne		
Babe Ruth		
Sacco & Vanzetti		
John T. Scopes		
William Joseph Simmons		
Bessie Smith		

Unit IX: Boom and Bust: 1921–1933

Question/Problem 2: How did the lives of famous people reflect life in the 1920s?

Assessment Criteria for 1920s Oral Report

Knowledge: Presentation includes clear information about famous person and his or her importance in the 1920s.	Excellent information, clear explanation.	5______
	Good information, good explantion.	4______
	Satisfactory information and explanation.	3______
	Fair information, little explanation.	2______
	Demonstrates little knowledge of topic.	1______
Student Product: Poster is accurate, neat and imaginative, and includes artwork and explanation of importance of famous person.	Excellent student product.	5______
	Good student product.	4______
	Product is correct and shows some effort.	3______
	Product is correct but shows little effort.	2______
	Presentation is incorrect or shows no effort.	1______
Organization: Presentation includes introduction, information linked in a clear way, and a summary or conclusion.	Excellent organization.	4______
	Good organization.	3______
	Some organization.	2______
	Product is incorrect or shows no effort.	1______
Speaking: Presenter speaks loudly and clearly enough to be heard, demonstrates good posture, and refers only occasionally to notes.	Excellent speaking skills..	3______
	Some successful use of speaking skills.	2______
	Little use of speaking skills.	1______
Timing: Presentation should take only the amount of time assigned by the teacher.	Timing exactly correct.	2______
	A little too long or little too short.	1______

19-18 = Excellent
17-16 = Good
15-14 = Satisfactory
13-12 = Needs Improvement
11- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit IX: Boom and Bust: 1921 - 1933

Question/Problem 3: Prove that the 1920s were either "The Best of Times" or "The Worst of Times."

Objectives: The student will be able to

1. formulate an opinion based on available information that the 1920s were either "The Best of Times" or "The Worst of Times."
2. select the information that supports the chosen point of view.
3. present the chosen point of view and supporting evidence in a well–organized persuasive essay.

Description of lesson/activity:

1. Completion of this activity requires a knowledge of life during the 1920s. This knowledge will have been gained through the "1920s Famous People Mini–Project," the previous activities, and/or through other teacher–designed lessons.
2. Using the notes that students gathered on the lives of people during the 1920s, the students will assess whether the 1920s were the best of times or the worst of times.
3. Students will formulate their conclusions and defend them on the accompanying persuasive essay form.
4. The persuasive essay should include a thesis statement and supporting arguments based on specific information based on the 1920s. This essay should follow the guidelines of a well organized essay; a sample organized form is attached.
5. The "Criteria for Evaluating the Persuasive Essay" is provided.

Unit IX: Boom and Bust: 1921 – 1933

Question/Problem 3: Prove that the 1920s were either "The Best of Times" or "The Worst of Times."

Directions: Organize your ideas below:

Paragraph 1: Thesis statement ______

______

______

Summary of arguments: ______

______

______

Paragraph 2: Argument ______

______

Details: A. ______
B. ______
(Optional) C. ______

Paragraph 3: Argument ______

______

Details: A. ______
B. ______
(Optional) C. ______

Paragraph 4: Argument ______

______

Details: A. ______
B. ______
(Optional) C. ______

Paragraph 5: Thesis restated ______

______

Summary of arguments: ______

______

______

Fill in the outline above with phrases and key words that you want to use. Then write your rough draft.

Unit IX: Boom and Bust: 1921–1933

Question/Problem 3: Prove that the 1920s were either "The Best of Times" of "The Worst of Times."

Criteria for Evaluating the Persuasive Essay

Arguments: Three strong arguments are made to support either that the 1920s were the best of times or the worst of times. Each argument is supported with evidence.	Three thoughtful and insightful arguments made.	5____
	Three adequate arguments made.	4____
	Three brief arguments made.	3____
	Three arguments made, but not supported with data.	2____
	Student fails to adequately describe arguments.	1____
Information: Facts, details, and examples are used to support arguments.	Variety of accurate facts, details, and examples.	5____
	Sufficient amount of material used to support arguments.	4____
	Small amount of supporting information is included.	3____
	Little and/or inaccurate information included.	2____
	No supporting information is included.	1____
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay has definite beginning, middle and end.	3____
	There is an attempt to organize essay.	2____
	No organization, lacking proper structure.	1____
Writing style: Essay is readable with varied sentence structure.	Clear, readable, and varied writing style.	2____
	Some parts of essay are not clear.	1____
Grammar, mechanics, spelling. Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	3____
	Some weaknesses and errors.	2____

17-16 = Excellent
15-14 = Good
13-12 = Satisfactory
11-10 = Needs Improvement
9- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit IX: Boom and Bust: 1921–1933

Question/Problem 4: What were the economic problems during the 1920s that led to the Stock-Market Crash?

Objectives: The student will be able to

1. describe the basic functioning of the stock market.
2. explain how the economic problems of the '20s caused the stock market to crash.
3. analyze their information.
4. generate a written assignment which indicates their understanding of the economic situation of the 1920s.

Description of lesson/activity:

1. Completion of this activity requires a knowledge of the basic functioning of the stock market. This could be accomplished through such methods as class discussion, student research, or simulation games. Several student and teacher resources are listed below.
2. Students should also research the economic problems of the 1920s using their textbook and other available resources. Attached is a list of "Economic Problems of the 1920s" that the teacher may share with students.
3. As a culminating activity, students could assume the role of an American during the 1920s and write a letter that expresses their understanding of the economy and the need for change. See the "Writing a Letter" worksheet for instructions.

Resources:

1. Student textbooks.
2. An excellent resource text for teachers is: Galbraith, John Kenneth. The Great Crash 1929. Boston: Houghton Mifflin Co., 1961.
3. Glassman, Bruce. The Crash of '29 and the New Deal. Morristown, NJ: Silver Burdett Co., 1986.
4. Little, Jeffrey B. Wall Street – How It Works. New York: Chelsea House Publishers, 1988.
5. Young, Robin R. The Stock Market. Minneapolis, MN: Lerner Publications Company, 1991.

Unit IX: Boom and Bust: 1921 - 1933

Question/Problem 4: What were the economic problems during the 1920s that led to the Stock Market Crash?

ECONOMIC PROBLEMS OF THE 1920s

1. Overproduction. Industry produced more than people bought.
2. Declining demand for products. People who had lost jobs could not afford products.
3. "Junk Stocks." There was no accountability to stockholders. Some stocks were for businesses that produced no goods, but were set up just to sell stock certificates.
4. Speculative Investing. People invested in companies with the idea of selling the stock when its value went up instead of holding it to earn dividends.
5. Poor Banking Practices. The government did not adequately regulate the banks' use of depositors' savings accounts to speculate in the stock market. Savings accounts were not insured. If the bank failed, the depositors lost their savings.
6. Declining prices and demand for crops. Farmers had increased production during World War I. The demand for crops was less after the war, but production was still up. As crop prices fell, the farmers lost purchasing power.
7. Unemployment due to technology. Fewer Americans produced more goods. Workers were laid off.
8. Installment buying. People went into debt. When they could not pay debts, the businesses lost money.

Unit IX: Boom and Bust: 1921 – 1933

Question/Problem 4: What were the economic problems during the 1920s that led to the Stock Market Crash?

Writing a Letter

Directions: You will assume the role of an American living in July 1929. Write a letter to an individual (President of the U.S., editor of a newspaper, a relative or friend, etc.). In this letter:

1) Discuss the economic situation in America in 1929.
2) Predict what may soon happen in America if no changes take place.

Choose to be one of the following:

1. Farmer in the midwest
2. Widow with six children in a city
3. Wife of a factory worker who has been laid off
4. Small businessman
5. Another choice with teacher approval

Your letter will be graded on how well you integrate the economic problems of the period into your letter and present the point of view of the writer.

Unit X: The Age of Franklin D. Roosevelt: 1933 – 1945

Content and Understandings:

1. The Great Depression had a dramatic effect on American society during the 1930s.
2. Franklin D. Roosevelt and his Administration changed the role of government in solving the nation's problems.
3. The New Deal programs improved the lives of individual Americans during the Great Depression.
4. World War II had a great impact on different groups of people.
5. The decision by Harry S Truman to drop the atomic bombs on Japan was difficult and controversial.

Teacher's Rationale:

The content and concepts of this unit will encourage students to grasp the challenges that faced the United States during the Great Depression and World War II. Franklin D. Roosevelt's New Deals represented a political revolution and provided hope to a discouraged nation.

The goal is for students to experience what life was like during this period in American history, and the methodology is designed to meet this goal. Students will evaluate Franklin D. Roosevelt's New Deal and debate President Truman's decision to use atomic bombs on Japan. Students will also explore how individual Americans were directly affected by the Great Depression, New Deal programs, and World War II.

Table of Contents:

- Question/Problem 1: In what ways were people's lives affected by the Depression?
- Question/Problem 2: How did Franklin D. Roosevelt's New Deal change the role of government in the United States, and how did it come to the aid of individual Americans?
- Question/Problem 3: How did World War II affect the lives of the following people?

  Japanese–Americans
  Blacks in the United States Army
  Women in the United States
  American soldiers in combat
- Question/Problem 4: Should Harry S Truman have authorized the bombings of Hiroshima and Nagasaki?

Unit X: The Age of Franklin D. Roosevelt: 1933 – 1945

Question/Problem 1: In what ways were people's lives affected by the Depression?

Objectives: The students will be able to:

1. describe the economic problems of the 1930s, such as unemployment, business failures, and bank closures.
2. describe such manifestations of the Depression as Hoovervilles and the crisis of the Bonus Army and relate them to economic problems.
3. describe how the Depression affected individuals through job loss, hunger, and the breakup of families.
4. conduct a first–person interview.

Description of lesson/activity:

1. Students should have an understanding of the causes of the Depression from the previous unit. Through lectures, textbooks, charts, and/or primary resources, teachers should have students understand the economic effects of the Depression.
2. Teachers should have students read the handout, "The Grapes of Wrath Reading," as an introduction to how the Depression affected the lives of individuals. The excerpt from The Grapes of Wrath describes a Hooverville in California. The Joad family, the main characters in the book, have just arrived there. As they prepare to eat, starving children in the camp come hoping to receive some food.
3. Students in small groups should analyze photographs of the Depression era. Photographs may be found in resources listed below or other available resources. They might include scenes of bread lines, Hoovervilles, soup kitchens, or other recognizable Depression scenes. This will help students visualize information they will collect during their interview (see below, #4).
4. Students should create a fictional story based on the scenes and the characters shown in the Depression photographs. The story may be assessed on creativity and historical accuracy. This story will be presented by each group to the class.
5. Students should interview people who lived through the Depression, using the worksheet "Remembering the Depression." The teacher may wish to supply alternative readings for students who find it impossible to conduct an interview.
6. Students may volunteer to share their interview with the class. They should be required to hand in a written summary of the interview.
7. As an enrichment activity to the photographs, the students could view parts or all of the movie, "The Grapes of Wrath."

Resources:

1. Allen, Frederick Lewis. Since Yesterday. New York: Harper, 1940.
2. Goldston, Robert. The Great Depression: The United States in the Thirties. Indianapolis: Bobbs–Merrill Co., 1968.
3. McElvaine, Robert S. The Great Depression in America 1929 – 1941. New York: MacMillan, 1984.
4. The American Heritage History of the 20's and 30's. New York: American Heritage Publishing Co., Inc., 1970.
5. Unstead, R.J. The Thirties an Illustrated History in Color 1930 – 1939. London: MacDonald and Company, 1974.
6. "The Grapes of Wrath," CBS Fox Video, 1984.
7. Teachers may order a set of Depression photographs from: Documentary Photo Aids, P.O. Box 956, Mt. Dora, FL 32757.

Unit X: The Age of Franklin D. Roosevelt

Question/Problem 1: In what ways were people's lives affected by the Depression?

The Grapes of Wrath Reading

Directions: Read the passage from the book The Grapes of Wrath, by John Steinbeck, (New York: Penguin Books, 1986), pp. 331-332, beginning with the line "Tom turned on the children. . . . " (*Permission to reprint passage not granted.)*

As you read the passage, think about how the Great Depression affected people.

Unit X: The Age of Franklin D. Roosevelt: 1933 - 1945

Question/Problem 1: In what ways were people's lives affected by the Depression?

Remembering the Depression

Anyone who lived through the Great Depression has special memories about this important time in American history. Personal glimpses into the lives of people we know can give us more information than our textbook.

This class will work as historians to collect primary–resource information to reconstruct what life was like in the 1930s. Each student will:

1. Contact a person who lived during the 1930s. This can be a grandparent or other relative, a neighbor, or a friend.

2. Ask that person to recall one thing that they can remember about life in the 1930s. For some people, this might be an event in their lives, and for others a collection of impressions. If possible, relate this to the Depression. Then ask the person the following questions:

   a) Did you have enough money to live comfortably through the Depression?
   b) What types of food did you eat?
   c) Where did you live during the Depression?
   d) How did the Depression change your everyday living style?
   e) How did the family earn money?
   f) Was your family hurt by the stock market crash?
   g) What were the clothes like in the 1930s?

3. Hand in a written description of what you have learned. This should include the name of the person interviewed, the date(s) covered by his/her recollections, the person's age at that time, and their memories of the period.

4. This assignment is due______________________________

Only participation in this project will be graded, not the recollections submitted.

Unit X: The Age of Franklin D. Roosevelt: 1933 – 1945

Question/Problem 2: How did Franklin D. Roosevelt's New Deal change the role of government in the United States, and how did it come to the aid of individual Americans?

Objectives: The students will be able to:

1. explain the contrasting the views of the role of government of Herbert Hoover and Franklin D. Roosevelt.
2. explain how the New Deal programs affected the lives of Americans during the Depression.
3. recognize the differing responses of the administrations of Herbert Hoover and Franklin D. Roosevelt to the Depression.
4. analyze two primary resources to reach conclusions concerning the role of government.
5. gather information on the New Deal programs and apply their knowledge by creating a collage.
6. present their findings to the class and orally justify their examples.
7. decide and defend their position on the New Deal legislation.

Description of lesson/activity:

1. Students should read the passages and answer the questions on the worksheet: "Two Views of Government."
2. Teacher should allow students to ask questions about the worksheet.
3. Teachers should supplement the passages with specific examples of how Herbert Hoover and Franklin D. Roosevelt responded to the Depression. For example: Hoover recommended the Reconstruction Finance Corporation to lend money to businesses; Roosevelt called for a four–day bank holiday to restore public confidence in the nation's banks.
4. After students complete the worksheet, "Two Views of Government," the teacher should lead a discussion on how the role of government changed with the New Deal.

5. The teacher should assign the reading of textbooks or other resources on the various agencies of the New Deal, such as the NRA, the CCC, and the AAA. Students should then be given the assignment of creating a collage that depicts the work of these agencies and how each helped individual Americans. See the accompanying "Directions: New Deal Collage" hand out for complete instructions.

   - While students could cut pictures out of current magazines and newspapers, the teacher should explain that while such pictures might symbolize efforts of the government in the 1930s, they cannot be an accurate historical representation of those efforts.

6. Students should be given the "New Deal Collage Evaluation" as part of their instructions for the assignment and the teacher should use it to grade the collage.

7. To conclude the lesson, the teacher may wish to

   - review how President Roosevelt's New Deal changed government and the lives of many Americans.

   - ask students whether they would have supported or opposed the New Deal if they had lived in the 1930s.

Resources:

1. Two Views of Government worksheet.
2. "Directions: New Deal Collage" handout.
3. New Deal Collage Assessment Criteria.
4. Student textbook and other available resources.

Unit X: The Age of Franklin D. Roosevelt

Question/Problem 2: How did Franklin D. Roosevelt's New Deal change the role of the government in the United States, and how did it come to the aid of individuals?

Worksheet: "Two Views of Government"

A

Herbert Hoover

During the war we necessarily turned to the government to solve every difficult economic problem. The government having absorbed every energy of our people for war, there was no other solution. For the preservation of the state the Federal Government became a centralized despotism which undertook unprecedented responsibilities, assumed autocratic powers, and took over the business of citizens. To a large degree we regimented our whole people temporarily into a socialistic state. However justified in time of war if continued in peace- time it would destroy not only our American system but with it our progress and freedom as well.

When the war closed, the most vital of all issues both in our own country and throughout the world was whether the governments should continue their wartime ownership and operation of many instrumentalities of production and distribution. We were challenged with a peace-time choice between the American system of rugged individualism and a European philosophy of diametrically opposed doctrines—doctrines of paternalism and state socialism. The acceptance of these ideas would have meant the destruction of self- government through centralization of government. It would have meant the undermining of the individual initiative and enterprise through which our people have grown to unparalleled greatness.

B

Franklin D. Roosevelt

Restoration calls, however, not for changes in ethics alone. This nation asks for action, and action now.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously.

It can be accomplished in part by direct recruiting by the government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Hand in hand with this, we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in the redistribution, endeavor to provide a better use of the land for those best fitted for the land.

Henry Steele Commager, Documents of American History (New York: Meredith Press, 1968), p.223, 241.

Unit X: The Age of Franklin D. Roosevelt: 1933 – 1945

Question/Problem 2: How did Franklin D. Roosevelt's New Deal change the role of government in the United States, and how did it come to the aid of individual Americans?

Directions: Read the assigned passages. Passage A is taken from Herbert Hoover's campaign speech on October 22, 1928. Passage B is taken from Franklin D. Roosevelt's first inaugural address on March 4, 1933.

In Passage A:

1. Define despotism ____________________

2. Define autocratic ____________________

3. Define "rugged individualism" ____________________

4. How does Hoover view the role of government? ____________________

In Passage B:

5. How does Franklin D. Roosevelt view the role of government? ____________________

Unit X: The Age of Franklin D. Roosevelt: 1933 - 1945

Question/Problem 2: How did Franklin D. Roosevelt's New Deal change the role of the government in the United States and how did it come to the aid of individual Americans?

Directions: New Deal Collage

During the Roosevelt administration, there were many New Deal programs that were instituted or agencies were created in an attempt to solve problems. Your assignment is to create a collage that represents each of those programs.

- The collage should include one or more pictures for each program or agency. Look in magazines and newspapers for pictures that relate in some way to the goals and achievements of the ten programs/agencies. (Example: a picture of a dam might be a representation of the work done by the TVA.)
- Place the pictures in an attractive fashion on an oversized piece of paper.
- Neatly label what each picture means to you, including the name of the agency or program (abbreviations may be used) and a short description of the goal or achievement being symbolized by the picture.

You may refer to the "Collage Criteria for Assessment" for further instructions.

Unit X: The Age of Franklin D. Roosevelt: 1933 – 1945

Question/Problem 2: How did Franklin D. Roosevelt's New Deal change the role of government in the United States, and how did it come to the aid of individual Americans?

New Deal Collage

New Deal Agencies: Ten New Deal programs or agencies are clearly represented by pictures on the collage.	Ten programs or agencies are clearly represented.	5____
	Eight or nine programs or agencies are represented.	4____
	Six or seven programs or agencies are represented.	3____
	Five programs or agencies are represented.	2____
	Fewer than five programs or agencies are represented.	1____
Meaning: The meaning of the pictures chosen can easily be understood.	The meaning of all pictures can be understood.	5____
	The meaning of most are fairly clear.	4____
	The meaning of at least some can be understood.	3____
	It is difficult to understand the meanings.	2____
	None of the meanings of the pictures are clear.	1____
Art Work: The collage is eyecatching, colorful, and accurately labeled. The pictures are placed in an attractive and creative way.	Excellent artwork on the collage.	4____
	Collage shows good effort.	3____
	Collage shows acceptable effort.	2____
	Little effort shown on the art work.	1____
Neatness::	The collage is neatly cut out and assembled.	3____
	The collage is fairly neat.	2____
	The collage appears to be messy.	1____

17-15 = Excellent
14-13 = Good
12-11 = Satisfactory
10- 9 = Needs Improvement
8- 4 = Unsatisfactory

TOTAL SCORE____________

YOUR GRADE____________

Question/Problem 3: How did World War II affect the lives of the following people?

- Jews in Europe
- Japanese–Americans
- Blacks in the United States Army
- American soldiers in combat
- Women in the United States

Objectives: The students will be able to

1. describe the impact of the war on such diverse groups as
    - Jews in Europe
    - Japanese–Americans
    - Blacks in the United States Army
    - American soldiers in combat
    - Women in the United States

2. gather information from a variety of resources and organize the information into a written report.

3. produce a written report from the point of view of an individual affected by World War II.

4. present their findings in a group report and create a group project.

Description of lesson/activity:

1. Teacher should provide background information about World War II:
    - reasons for the conflict
    - involvement of the United States in the war
    - major battles

   Teachers are encouraged to use one or more of the many video tapes available on various aspects of the war.

2. Students should be organized into groups of five. Each student in the group should be given a different topic to research:
    - Jews in Europe
    - Japanese–Americans
    - African–Americans in the U.S. Army
    - American Soldiers in combat
    - Women in the United States

   Note: teachers who choose to teach the Holocaust as a separate unit might wish to omit "Jews In Europe" from the above list.

3. Included are readings on these topics, and under "Resources" below are listed a variety of additional sources of information. Using these resources plus others provided by the teacher, students should gather information and complete a written project following directions on the "People of World War II" worksheet.

4. The teacher could assign two possible culminating assignments:

   - each group could compile its findings into a booklet called "People of World War II." Students might wish to share the booklets with veterans of the war.

   - groups could brainstorm common elements of the experiences of these diverse people and individually write an essay highlighting the change, suffering, and bravery exhibited by people during World War II.

Resources: Below are possible student resources, listed by group to be researched.

1. Jews in Europe
   Adler, David A. We Remember the Holocaust. New York: Henry Holt and Company, 1989.
   Spiegelman, Art. Maus. New York: Pantheon Books, 1986.

2. Japanese–Americans
   Armour, John and Peter Wright. Manzanar. New York: Times Books, 1988.
   Hamanaka, Sheila. The Journey. New York: Orchard Books, 1990.

3. African–Americans in the U.S. Army
   Gourley, Catherine. "The Black Eagles." The Magazine for Reading and English (February 14, 1992): pp. 4–15.
   Meltzer, Milton. The Black Americans: A History in Their Own Words 1619 - 1983. New York: Thomas Y. Crowell, 1984.

4. American Soldiers in Combat
   Windrow, Martin. The World War II GI. London: Franklin Watts, 1986.

5. Women in the United States
   Messenger, Charles. Conflict in the Twentieth Century: The Second World War II. New York: Franklin Watts, 1987.

Unit X: The Age of Franklin D. Roosevelt: 1933 – 1945

Question/Problem 3: How did World War II affect people's lives?

People of World War II Worksheet

Directions: Use the resources provided for you by your teacher to answer the following questions:

1. Name the group researched: ______________________________

2. Describe the experiences, problems, and contributions of this group during World War II?

3. What personal characteristics did people in the group have to call upon to survive or overcome their problems?

Unit X: The Age of Franklin D. Roosevelt: 1933 – 1945

Question/Problem 3: How did World War II affect people's lives?

World War II reading: Jews in Europe

Ernest Honig remembers: 'It was early evening when the train stopped and the doors opened. As I came off the train, I saw on the left huge chimneys belching forth thick black smoke. There was a strange smell, like burning the feathers off a chicken before it was cooked. I didn't know that the smoke and the smell were not from chickens. I didn't know, until I found out later on, that I was smelling our own flesh, our own families burning.'

Leo Machtingier remembers: 'It was hell. It was worse than hell. When it ended, all my family was gone, my parents, grandparents, sisters, brother, uncles, aunts, cousins, all of them.'

Esther Klein remembers: 'What I saw was horror upon horror upon horror.'

They remember the Holocaust, years of discrimination, torture, and agony for the Jews living in Europe—years of mass killings. Six million Jews were killed, men and women, children, even babies. This was to be genocide, the destruction of an entire people. The principal reason for it was not to gain land or property, but simply to kill. Most were not random killings, but were carefully planned and carried out by the Nazis in death camps built for their efficiency—camps built to kill a great number of people as quickly as possible and at low cost.

David A. Adler, We Remember the Holocaust (New York: Henry Holt and Company, 1989), pp. 1–2.

Unit X: The Age of Franklin D. Roosevelt: 1933 - 1945

Question/Problem 3: How did World War II affect people's lives?

World War II reading: Japanese–Americans

'I was 10 years old and wearing my Cub Scout uniform when we were packed onto a train in San Jose,' recalls California Democratic Congressman Norman Mineta. 'People had to just padlock and walk away from their businesses—they lost millions. After six months in a barracks at the Santa Anita Racetrack, we were sent to Heart Mountain, Wyo. We arrived in the middle of a blinding snowstorm, five of us children in our California clothes. When we got to our tar-paper barracks, we found sand coming in through the walls, around the windows, up through the floor.'

'The camp was surrounded by barbed wire. Guards with machine guns were posted at watchtowers, with orders to shoot anyone who tried to escape. Our own government put a yoke of disloyalty around our shoulders. But throughout our ordeal, we cooperated with the government because we felt that in the long run, we could prove our citizenship.'

Otto Frederick, "A Time of Agony for Japanese Americans," Time, vol. 138, no. 22 (December 2, 1991), p. 69.

Unit X: The Age of Franklin D. Roosevelt

Question/Problem 3: How did World War II affect people's lives?

World War II reading: Women in the United States

I was one of the first women hired at Convair [aircraft factory]....Convair had a motto on their plant which said that anything short of right was wrong, and that stuck with me. I went to work in the riveting group in metal bench assembly. The mechanics would bring us the jobs they had put together, and we would take the blueprints and rivet what they brought us....

I tackled everything. I had a daring mother who was afraid of nothing, horses, farm implements, anything, so maybe I inherited a little bit of that from her. I remember my brother, who was in the air force at the time, and his friends laughed at me one day, thinking I couldn't learn this mechanical stuff. I can still see them, but it only made me more determined. I think it probably hurt their pride a little bit that I was capable of doing this.

Pretty soon I was promoted to bench mechanic work, which was detailed hand riveting. Then I was given a bench with nothing to do but repair what other people had ruined. I visited a man recently who's seventy-four years old, and he said to my daughter, 'All we had to do was foul up a job and take it to her and she'd fix it.'

I loved working at Convair. I loved the challenge of getting dirty and getting into the work. I did one special riveting job, hand riveting that could not be done by machine. I worked on that job for three months, ten hours a day, six days a week, and slapped three-eighths- or three-quarter-inch rivets by hand that no one else would do. I didn't have that kind of confidence as a kid growing up, because I didn't have that opportunity. Convair was the first time in my life that I had the chance to prove that I could do something, and I did. They finally made me a group leader to help break the new women in.

"Defense Worker Rachel Wray Reminisces About Her Wartime Experiences (1940's)," Eyewitnesses and Others Readings in American History vol. 2, Holt, Rinehart and Winston, Inc., 1991), pp. 310–312.

Unit X: The Age of Franklin D. Roosevelt: 1933 - 1944

Question/Problem 3: How did World War II affect people's lives?

World War II reading: American Soldiers

We were crouched low in a landing barge headed for the 50-yard-wide channel into Hyane Harbor. These GI's were men from the 2nd Squadron, 5th Regiment, 1st Cavalry Division, who had left their horses back in the States. [Pvt.] Planthaber, dripping like a gargoyle, shivered in the rain.

'Put a slug in that tommy chamber,' he told another cavalryman. 'You think we're going to a picnic?'

As we neared the channel, the Navy men in the bow hollered to us to keep our heads down or we'd get them blown off. We crouched lower, swearing, and waited.

It came with a crack: machine-gun fire over our heads. Our light landing craft shuddered as the Navy gunners hammered back an answer with the .30-calibers mounted on both sides of the barge.

As we made the turn for the beach, something solid plugged into us. 'They got one of our guns or something,' one GI said. There was a splinter the size of a half-dollar on the pack of the man in front of me. Up front a hole gaped in the middle of the landing ramp and there were no men where there had been four. Our barge headed back toward the destroyer that had carried us to the Admiralties.

White splashes of water were plunging through the six-inch gap in the wooden gate. William Siebieda S1c of Wheeling, W. Va., ducked from his position at the starboard gun and slammed his hip against the hole to plug it. He was firing a tommy gun at the shore as fast as wounded soldiers could pass him loaded clips. The water sloshed around him, running down his legs and washing the blood of the wounded into a pink frappe.

Voices from America's Past (New York: E.P. Dutton & Co., Inc., 1963), p. 154.

Unit X: The Age of Franklin D. Roosevelt: 1933 – 1945

Question/Problem 3: How did World War II affect people's lives?

World War II reading: Black Americans in the United States Army

WASHINGTON - *They flew more than 1,500 missions, downed or damaged 409 enemy planes, demolished more than 1,000 targets, sank a German submarine with machine-gun fire and earned 150 Distinguished Flying Crosses – among other medals.*

On 200 escort missions, they never lost an Allied bomber to enemy fire.

Their extraordinary World War II record provided the catalyst for the integration of the U.S. military. But until recent years the saga of these black fighter pilots, known as the Tuskegee Airmen, has been little more than a footnote in most history books.

For better or worse, however, the story of the Tuskegee Airmen is packed with the stuff that dramatic plays are made of. It started in 1941 when the Army Air Corps —which had banned blacks on the grounds that they were 'inferior'— reluctantly established a segregated base near the Tuskegee Institute to train black military pilots.

Black ground crews—navigators, bombardiers, gunners, radio men, mechanics— were trained elsewhere and teamed with the Tuskegee pilots.

Gwen Gibson, "Black 'Tuskegee Airmen' Were Trailblazers in the Skies," Maturity News Service, 1991.

Question/Problem 4: Should Harry S Truman have authorized the bombings of Hiroshima and Nagasaki?

Objectives: The students will be able to

1. explain the reasons for and against using the atomic bomb.
2. research and prepare arguments supporting both sides.
3. choose one side of the issue and defend their position in a class debate.
4. relate their knowledge of President Truman's choice to current issues dealing with nuclear weapons.

Description of lesson/activity:

1. Students should research the context surrounding Truman's decision, the reasons for and against using the bomb, and the effects of atomic bombs on Hiroshima and Nagasaki. See "Resources" below for a list of books for student and teacher use.
2. Students should gather information and prepare arguments supporting both sides of the issue. The teacher should then organize a debate on the topic, either assigning or allowing students to choose one side of the issue for support in the debate.
3. As an alternative to the debate, students could be assigned a persuasive essay supporting one side of the issue.

Resources:

1. These books present information on the topic at different reading levels:

   Claypool, Jane. Hiroshima and Nagasaki: Turning Points of World War II. New York: Franklin Watts, 1984.

   O'Neal, Michael. President Truman and the Atomic Bomb. San Diego, CA: Greenhaven Press, 1990.

   Wyden, Peter. Day One: Before Hiroshima and After. New York: Warner Books, 1985.

2. This 20–minute videocassette presents an overview of the topic: "Hiroshima and Nagasaki: Was Truman's Decision to Use the Bomb Justified?" Order from: Zenger Video, 10200 Jefferson Boulevard, Room TM, P.O. Box 802, Culver City, CA 90232– 0802.

3. This classroom simulation allows students to spend more than a week preparing and conducting a war crimes trial regarding the topic: "Judgement: A simulation of President Truman facing trial for his decision to drop the atomic bomb." Order from: Interact, P.O. Box 997, Lakeside, CA 92040.

4. These books include valuable background information for teachers:

   Fussell, Paul. Thank God for the Atomic Bomb. New York: Summit/Simon & Schuster, 1988.

   Hersey, John. Hiroshima. New York: Knopf, 1946.

   Herkin, Gregg. The Winning Weapon. New York: Knopf, 1980.

   McCullough, David. Truman. New York: Simon & Schuster, 1992.

   Patterson, Thomas G., ed. The Origins of the Cold War. Lexington, MA: D.C. Heath, 1974.

   Rhodes, Richard. The Making of the Atomic Bomb. New York: Simon & Schuster, 1987.

   Sherwin, Martin J. A World Destroyed: The Atomic Bomb and the Grand Alliance. New York: Knopf, 1975.

Unit XI: Leader of the Free World: 1945–1975

Content and Understandings:

1. The United States and the Soviet Union were engaged in a Cold War beginning in 1946 that led to confrontations around the world.

2. Post–war prosperity and the development of new technologies improved the lives of many Americans.

3. Great strides were made in achieving civil rights for African Americans in the United States with the leadership of such people as Martin Luther King, Jr., but many obstacles have blocked the achievement of full equality.

4. The Vietnam War was a bitter struggle for control of Asia and led to division and disunity in the United States.

5. The demise of the presidencies of Kennedy, Johnson,and Nixon undermined the confidence of Americans in their future.

Teacher's Rationale for the Unit:

The context of this unit is the successes and failures of the United States in providing leadership for the post–war world. These three decades began with great confidence: abroad, the nation led the free world in an epic struggle with the Soviet Union; at home, Americans enjoyed prosperity fueled by new technologies. African Americans established a civil rights movement that gained the support of national leaders and citizens across the nation in the struggle for and gains in civil rights, promised but never delivered by the Reconstruction era. After 1963, however, much of the confidence and promise of the post–war period unravelled. In spite of their gains, African Americans still faced economic and social hardships. Meanwhile, the United States became entangled in the Vietnam War, sparking division and protest at home and questions about our leadership role abroad. Finally, the death of President Kennedy, the quagmire of American involvement in Southeast Asia, the decision of President Johnson not to run for a second term in the face of growing criticism of the war, the Watergate break–in and cover– up, and the resignation of President Nixon left Americans questioning themselves and their role in the world.

Students will be interested to know that their parents were children and students during these decades. Parents and community members may be used as resources for this unit, and they can relate what it was like to grow up during these years.

Table of Contents:

- **Question/Problem 1**: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

- **Question/Problem 2**: How did post–war technology and prosperity affect life in the 1950s?

- **Question/Problem 3**: In what ways did the Civil Rights movement change the lives of African Americans.

- **Question/Problem 4**: How and why did the Vietnam War divide America?

- **Question/Problem 5**: Rate the presidencies of Kennedy, Johnson, and Nixon.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Objectives: Students will be able to

1. explain the concept of "cold war."
2. describe major Communist actions and the United States' reactions to them.
3. interpret primary resources.
4. gather information from primary and secondary sources.

Description of lesson/activity:

1. Students should understand from Unit X the United States involvement in World War II including the decision to drop atomic bombs on Japan and the growing tension between the United States and the Soviet Union.

2. Teachers should use the accompanying "Defining the Cold War" worksheet to explore how U.S./Soviet relations led to "cold war."

3. Students should use the accompanying "Major Events of the Cold War" worksheet to research important events in the Cold War between 1947 and 1962. Each of the six United States reactions has a primary resource reading (see Readings A–F). Students should use these primary sources plus American history textbooks to complete the chart. The teacher may wish to evaluate student skills in gathering information on this activity.

4. In addition to the events on the chart, teachers should review with students other themes involving both the United States and the Soviet Union during the Cold War such as:

   - the nuclear arms race—the Soviet Union exploded its first atomic bomb in 1949 and the United States tested its first hydrogen bomb in 1952.
   - the search for subversives in the United States—Senator Joseph McCarthy's activities helped create paranoia in the late 1940s.
   - government expenditures—the Cold War created increased expenditures in both defense spending and foreign aid.

   Teachers may also add events to the chart, such as the popular uprising in Hungary (1956) and the building of the Berlin Wall (1961).

5. Students should understand that the Cold War did not end in 1962. Question/Problem 4 deals with a major event in the confrontation with communism, the Vietnam War. Question/Problem 5 includes opportunities to discuss dentente and the opening of diplomatic relations with the People's Republic of China. The teacher may also wish to refer to the dismantling of the Berlin Wall and the collapse of the Soviet Union; while these events fall outside of the time period covered in this unit, they are important events that help culminate the period begun in 1946.

Resources: Among the many student accessible resources on the Cold War:

1. Pimlott, John. The Cold War. New York: Franklin Watts, 1987.
2. Westerfeld, Scott. The Berlin Airlift. Englewood Cliffs, NJ: Silver Burdett Press, Inc., 1989

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Defining "Cold War"

In 1946, former British Prime Minister Winston Churchill made a speech at a college in Missouri. He described relations with the Soviet Union in this way:

> *A shadow has fallen upon the scenes so lately lighted by the Allied victory. Nobody knows what Soviet Russia and its Communist international organization intends to do in the immediate future, or what are the limits, if any, to their expansive and proselytizing tendencies....*
>
> *We understand the Russian need to be secure on her western frontiers from all renewal of German aggression. We welcome her to her rightful place among the leading nations of the world. Above all, we welcome constant, frequent, and growing contacts between the Russian people and our own people on both sides of the Atlantic. It is my duty, however, to place before you certain facts about the present position in Europe.*
>
> *From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of central and eastern Europe....*
>
> *On the other hand, I repulse the idea that a new war is inevitable, still more that it is imminent. It is because I am so sure that our fortunes are in our own hands and that we hold the power to save the future, that I feel the duty to speak out now that I have an occasion to do so. I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines....*
>
> *From what I have seen of our Russian friends and allies during the war, I am convinced that there is nothing they admire so much as strength, and there is nothing for which they have less respect than for military weakness.*

From William Appleman Williams, ed., The Shaping of American Diplomacy (Chicago: Rand Mcnally and Company, 1956), p. 993.

In 1947, U.S. State Department official George F. Kennan wrote an important article for Foreign Affairs magazine which urged the United States to deal with the Soviet Union in a new way:

> *...it is clear that the main element of any United States policy toward the Soviet Union must be that of a long-term, patient but firm and vigilant containment of Russian expansive tendencies....*
>
> *In the light of the above, it will be clearly seen that the Soviet pressure against the free institutions of the Western world is something that can be contained by the adroit and vigilant application of counter-force at a series of constantly shifting geographical and political points, corresponding to the shifts and maneuvers of Soviet policy, but which cannot be charmed or talked out of existence....*
>
> *It would be an exaggeration to say that American behavior unassisted and alone could exercise a power of life and death over the Communist movement and bring about the early fall of Soviet power in Russia. But the United States has it in its power to increase enormously the strains under which Soviet policy must operate, to force upon the Kremlin a far greater degree of moderation and circumspection than it has had to observe in recent years, and in this way to promote tendencies which must eventually find their outlet in either the break-up or the gradual mellowing of Soviet power....*

From William Appleman Williams, ed., The Shaping of American Diplomacy, p.996.

Answer the following questions based on the above two readings by Churchill and Kennan:

1. What did Churchill and Kennan believe were the goals of the Soviet Union?

2. What did the authors believe should be the response of the United States to Soviet actions?

3. Historians generally agree that the Cold War between the United States and the Soviet Union began between 1946 and 1947. How do you think Churchill and Kennan would define "cold war?"

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Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Major Events of the Cold War

Directions: Using American history textbooks, fill in the chart below. In the left column, describe the actions of the Soviet Union and/or other communist nations that led to the reaction of the United States listed in the right column. Describe the reactions using textbooks and primary resources.

Describe the Communist Action	Describe the reactions of the United States
	Truman Doctrine (1947)
	Marshall Plan (1948)
	Berlin Airlift (1948–49)
	Creation of NATO (1949)
	U.S. enters Korean War (1950)
	Cuban Missile Crisis (1962)

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Reading A: Truman Doctrine

In 1947, President Harry Truman's message to Congress described a new direction in American foreign policy.

> *At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.*
>
> *One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.*
>
> *The second way of life is based upon the will of the minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms.*
>
> *I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.*
>
> *I believe that we must assist free peoples to work out their own destinies in their own way.*
>
> *I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.*
>
> *The world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the charter of the United Nations.*

From Henry Steele Commager, ed., Documents of American History; (New York: Meredith Publishing Company, 1968), p. 525.

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Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Reading B: Marshall Plan

In 1947, Secretary of State George C. Marshall delivered the following remarks during a commencement address:

The truth of the matter is that Europe's requirements for the next 3 or 4 years of foreign food and other essential products— principally from America—are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social, and political deterioration of a very grave character.

The remedy lies in breaking the vicious circle and restoring the confidence of the European people in the economic future of their own countries and of Europe as a whole....

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any county or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. Such assistance, I am convinced, must not be on a piecemeal basis as various crises develop.

Any government which maneuvers to block the recovery of other countries cannot expect help from us. Furthermore, governments, political parties, or groups which seek to perpetuate human misery in order to profit therefrom politically or otherwise will encounter the opposition of the United States.

From Henry Steele Commager, ed., Documents of American History, p. 532.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Reading C: Berlin Airlift

In 1949, General Lucius Clay, the military governor of American–occupied Germany, advised the U.S. Secretary of the Army that he believed the United States must not be driven from Berlin by the Soviet blockade of that city.

> *When Berlin falls, western Germany will be next. If we mean... to hold Europe against Communism, we must not budge. We can take humiliation and pressure short of war in Berlin without losing face. If we withdraw, our position in Europe is threatened. If America does not understand this now, does not know that the issue is cast, then it never will and communism will run rampant. I believe the future of democracy requires us to stay....This is not heroic pose because there will be nothing heroic in having to take humiliation without retaliation.*

From Lucius D. Clay, Decision in Germany (Garden City, NY: Doubleday and Company, 1950), p. 361.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Reading D: Creation of NATO

In 1949, the United States, along with eleven other nations, signed the North Atlantic Treaty (NATO) to provide collective security against the Soviet Union.

The Parties to this Treaty reaffirm their faith in the purposes and principles of the Charter of the United Nations and their desire to live in peace with all peoples and all governments.

They are determined to safeguard the freedom, common heritage and civilization of their peoples, founded on the principles of democracy, individual liberty and the rule of law.

They seek to promote stability and well-being in the North Atlantic area.

They are resolved to unite their efforts for collective defense and for the preservation of peace and security.

They therefore agree to this North Atlantic Treaty:

ART. 1. The Parties undertake, as set forth in the Charter of the United Nations, to settle any international disputes in which they may be involved by peaceful means in such a manner that international peace and security, and justice, are not endangered, and to refrain in their international relations from the threat of use of force in any manner inconsistent with the purposes of the United Nations....

ART. 5. The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all; and consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defense recognized by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.

From Henry Steele Commager, ed., Documents of American History, p. 550.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Reading E: Korean War

In 1950, President Harry Truman issued the following statement describing the decision of the United States government to send troops to South Korea.

> *In Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.*
>
> *The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security....*
>
> *I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far reaching effects. The United States will continue to uphold the rule of law.*

From Henry Steele Commager, ed., Documents of American History, pp. 554–555.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 1: In what ways did the United States and the Soviet Union conduct a "cold war" beginning in 1946?

Reading F: Quarantine of Cuba

In October 1962, President John F. Kennedy spoke to Americans on radio and television about how the United States would react to evidence of offensive Soviet weapons in Cuba.

Acting, therefore, in the defense of our own security and of the entire Western Hemisphere, ...I have directed that the following ***initial*** *steps be taken immediately:*

First*: To halt this offensive buildup, a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated. All ships of any kind bound for Cuba from whatever nation or port will, if found to contain cargoes of offensive weapons, be turned back. This quarantine will be extended, if needed, to other types of cargo and carriers. We are not at this time, however, denying the necessities of life, as the Soviets attempted to do in their Berlin blockade of 1948.*

Second*: I have directed the continued and increased close [aerial] surveillance of Cuba and its military buildup....*

Third: *It shall be the policy of this Nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response upon the Soviet Union.*

Fourth: *As a necessary military precaution, I have reinforced our base at Guantanamo [Cuba], evacuated today the dependents of our personnel there, and ordered additional military units to be on a standby alert basis.*

Fifth: *We are calling tonight for an immediate meeting of the Organ of Consultation under the Organization of American States, to consider this threat to hemispheric security and to invoke Articles 6 and 8 of the Rio Treaty in support of all necessary action....Our other allies around the world have also been alerted.*

Sixth: *Under the Charter of the United Nations, we are asking tonight that an emergency meeting of the Security Council be convoked without delay to take action against this latest Soviet threat to world peace. Our resolution will call for the prompt dismantling and withdrawal of all offensive weapons in Cuba, under the supervision of U.N. observers, before the quarantine can be lifted.*

Seventh and finally: *I call upon Chairman Khrushchev to halt and eliminate this clandestine, reckless, and provocative threat to world peace and to stable relations between our two nations. I call upon him further to abandon this course of world domination, and to join in an historic effort to end the perilous arms race and to transform the history of man.*

From Thomas A. Bailey, ed., The American Spirit: United States History As Seen By Contemporaries, vol. 2 (Lexington, MA: D.C. Heath and Company, 1973), pp. 934–935.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post-war technology and prosperity affect life in the 1950s?

Objectives: Students will be able to

1. describe aspects of American culture in the 1950s.
2. explain the impact of new technology on people's lives.
3. explain the impact of growing prosperity on people's lives.
4. interpret advertisements as artifacts of the 1950s.
5. gather information and construct categories to organize that information.

Description of lesson/activity:

1. Teacher should provide some background about American culture in the 1950s, using textbooks, videotapes or other resources as available. Question/Problem 2 will focus on new forms of technology and the prosperity of this period.

2. Prior to the activity, students should be divided into pairs, and copies of the 1950s "Advertisements" should be placed at stations around the room.

3. To begin the activity, students individually should receive the accompanying "Technology and Prosperity Chart." In pairs, students should move from station to station gathering information on the products and services and their effects. This research task will probably take one class period.

4. Following the research, the teacher should lead a brainstorming session in which students list categories or common elements among the advertisements. For instance, students might construct categories such as:
    - home vs. outdoor products
    - products that save time
    - products that provide comfort
    - increases in convenience
    - leisure and entertainment products and services
    - new technological and scientific discoveries

5. The teacher should assign one of the following activities:
    - find examples of contemporary advertisments for products and services that fit the categories brainstormed earlier.
    - create a new advertisement for a product of the 1950s, in print form, for a billboard, or for a radio or TV advertisement.

6. There are other ways a teacher may use the advertisements. Students may draw inferences from them regarding:
    - the roles of men and women
    - the portrayal of the typical nuclear family

    The teacher could lead discussions regarding the accuracy of these images.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Technology and Prosperity Chart

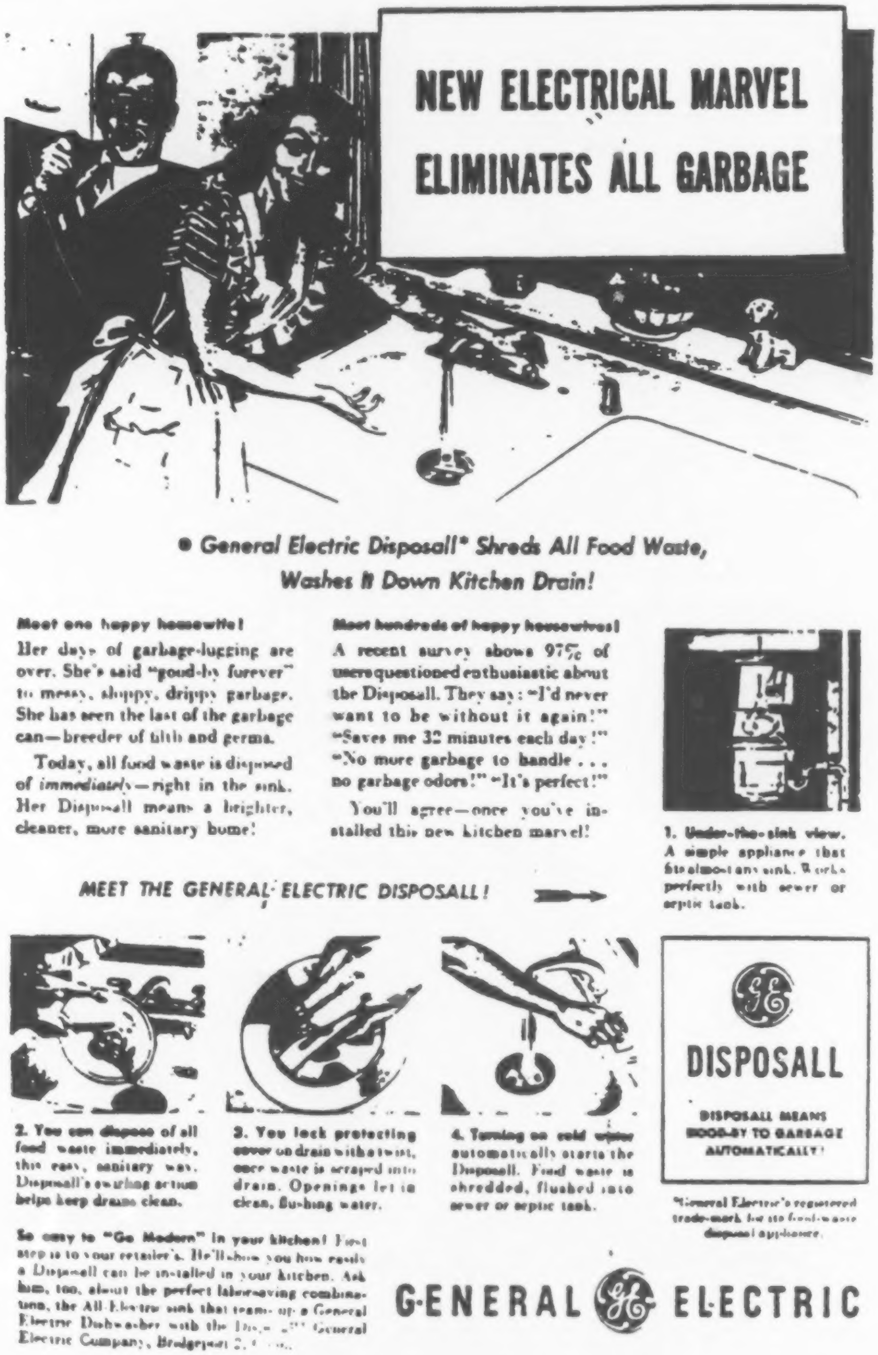
Directions: You will be reading advertisements from the 1950s. For each ad, write down the product or service shown and how the advertisement suggests it will affect the lives of American consumers.

Product or Service	How it will affect lives

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #1



NEW ELECTRICAL MARVEL ELIMINATES ALL GARBAGE

• General Electric Disposall Shreds All Food Waste, Washes It Down Kitchen Drain!*

Meet one happy housewife!

Her days of garbage-lugging are over. She's said "good-by forever" to messy, sloppy, drippy garbage. She has seen the last of the garbage can—breeder of filth and germs.

Today, all food waste is disposed of *immediately*—right in the sink. Her Disposall means a brighter, cleaner, more sanitary home!

Meet hundreds of happy housewives!

A recent survey shows 97% of users questioned enthusiastic about the Disposall. They say: "I'd never want to be without it again!" "Saves me 32 minutes each day!" "No more garbage to handle . . . no garbage odors!" "It's perfect!"

You'll agree—once you've installed this new kitchen marvel!

MEET THE GENERAL ELECTRIC DISPOSALL! →

1. Under-the-sink view. A simple appliance that fits almost any sink. Works perfectly with sewer or septic tank.

2. You can dispose of all food waste immediately, this easy, sanitary way. Disposall's swirling action helps keep drains clean.

3. You lock protecting cover on drain with a twist, once waste is scraped into drain. Openings let in clean, flushing water.

4. Turning on cold water automatically starts the Disposall. Food waste is shredded, flushed into sewer or septic tank.

DISPOSALL MEANS GOOD-BY TO GARBAGE AUTOMATICALLY!

*General Electric's registered trade-mark for its food-waste disposal appliance.

So easy to "Go Modern" in your kitchen! First step is to your retailer's. He'll show you how easily a Disposall can be installed in your kitchen. Ask him, too, about the perfect labor-saving combination, the All-Electric sink that teams up a General Electric Dishwasher with the Disposall. General Electric Company, Bridgeport 2, Conn.

GENERAL ELECTRIC

From National Geographic Magazine, February 1949

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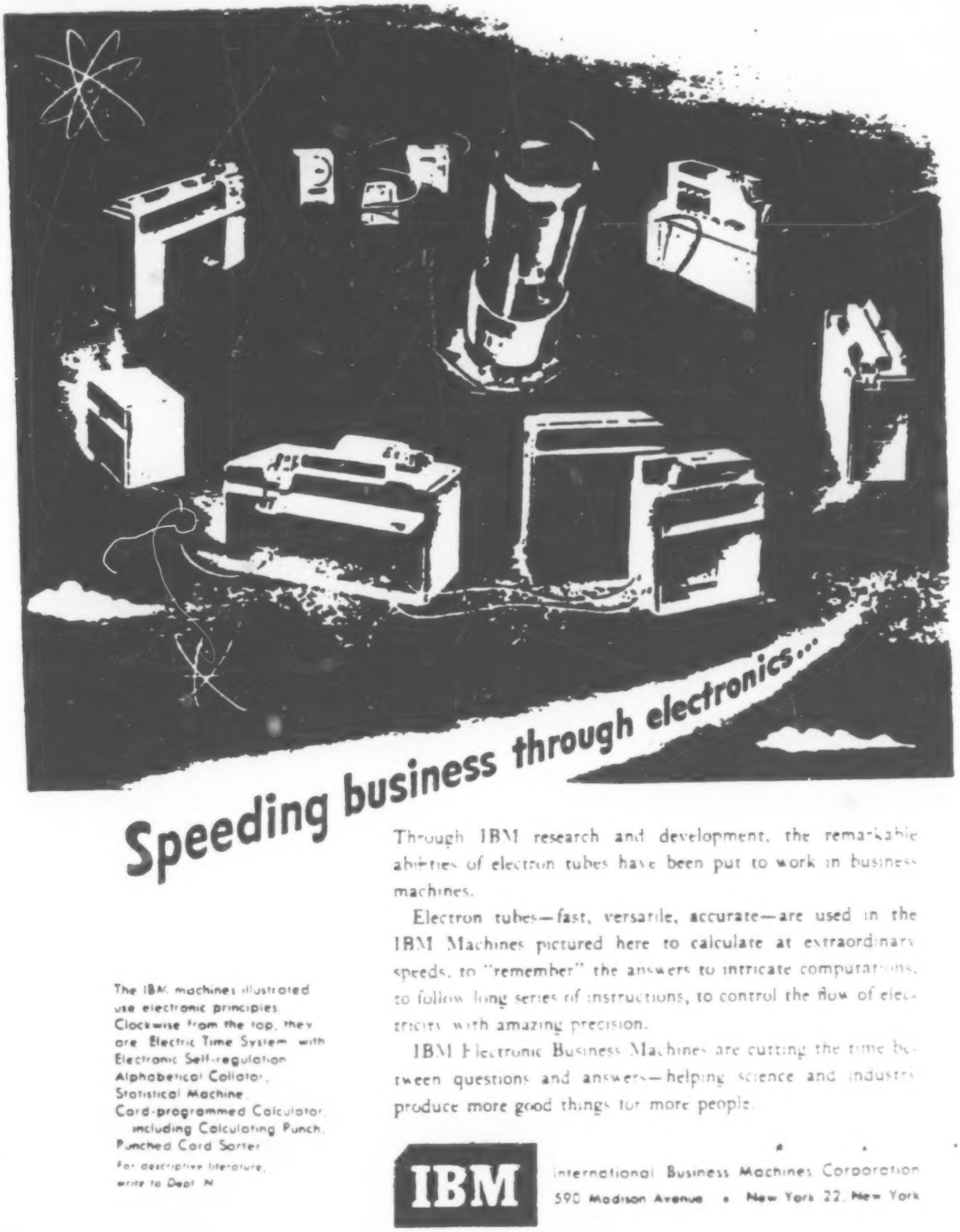
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #2



Speeding business through electronics...

Through IBM research and development, the remarkable abilities of electron tubes have been put to work in business machines.

Electron tubes—fast, versatile, accurate—are used in the IBM Machines pictured here to calculate at extraordinary speeds, to "remember" the answers to intricate computations, to follow long series of instructions, to control the flow of electricity with amazing precision.

IBM Electronic Business Machines are cutting the time between questions and answers—helping science and industry produce more good things for more people.

The IBM machines illustrated use electronic principles. Clockwise from the top, they are: Electric Time System with Electronic Self-regulation, Alphabetical Collator, Statistical Machine, Card-programmed Calculator, including Calculating Punch, Punched Card Sorter.

For descriptive literature, write to Dept. N

IBM

International Business Machines Corporation
590 Madison Avenue • New York 22, New York

From: National Geographic Magazine, January 1950 (IBM)

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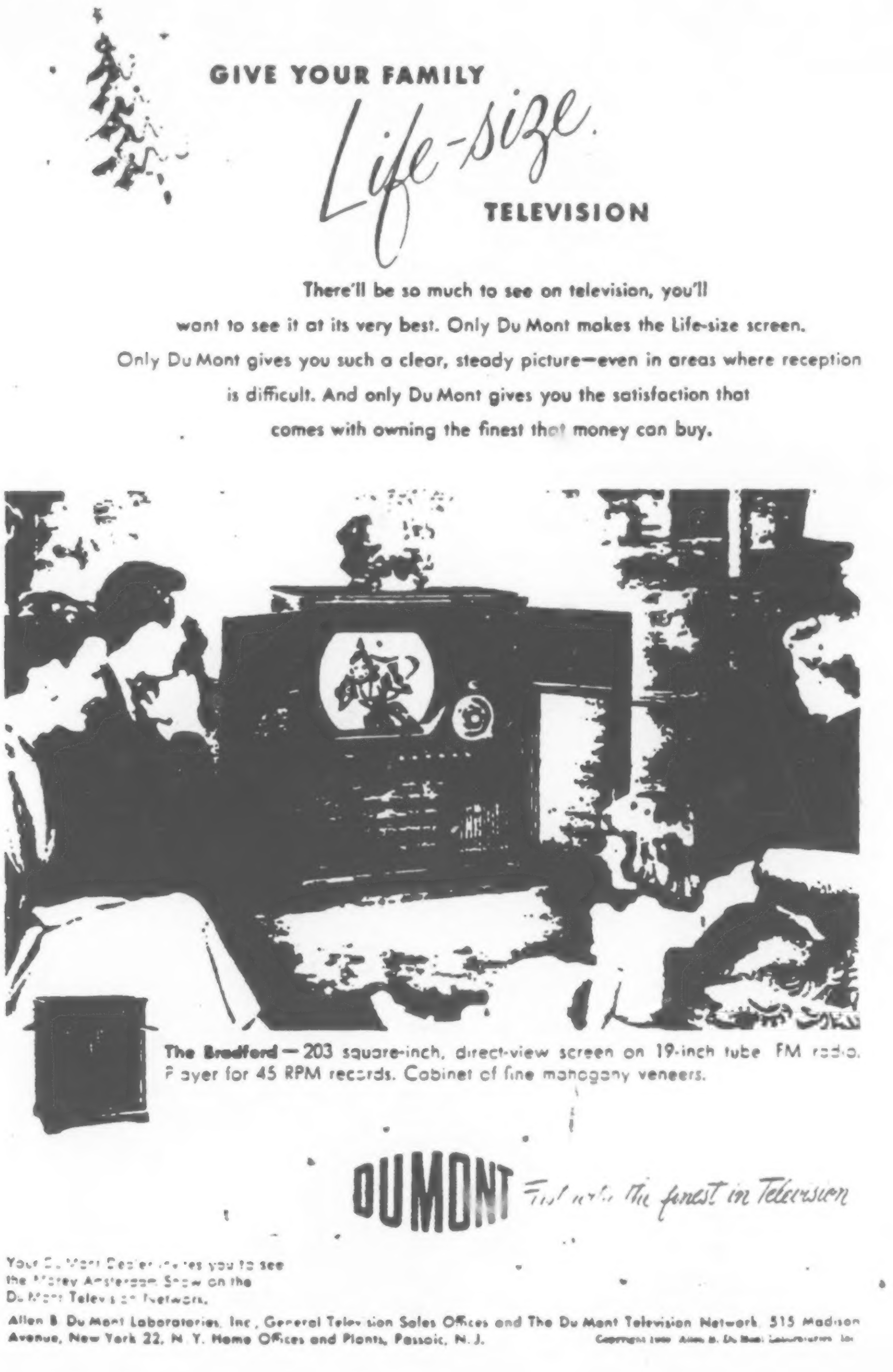
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #3



GIVE YOUR FAMILY

Life-size

TELEVISION

There'll be so much to see on television, you'll want to see it at its very best. Only Du Mont makes the Life-size screen. Only Du Mont gives you such a clear, steady picture—even in areas where reception is difficult. And only Du Mont gives you the satisfaction that comes with owning the finest that money can buy.

The Bradford — 203 square-inch, direct-view screen on 19-inch tube. FM radio. Player for 45 RPM records. Cabinet of fine mahogany veneers.

DUMONT *First with the finest in Television*

Your Du Mont Dealer invites you to see
the Morey Amsterdam Show on the
Du Mont Television Network.

Allen B. Du Mont Laboratories, Inc., General Television Sales Offices and The Du Mont Television Network, 515 Madison Avenue, New York 22, N. Y. Home Offices and Plants, Passaic, N. J.

Copyright 1950 Allen B. Du Mont Laboratories, Inc.

From National Geographic Magazine, February 1950 (Dumont)

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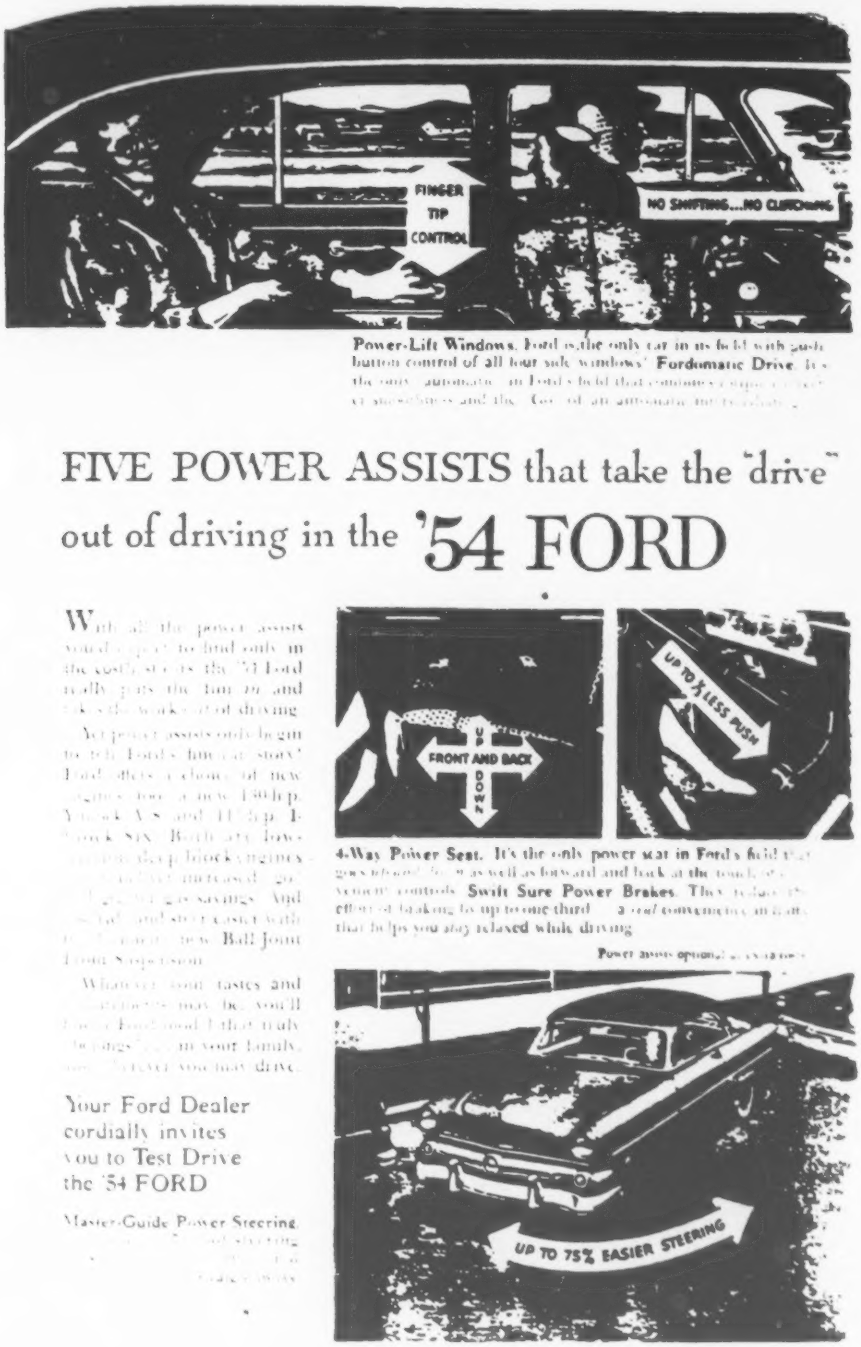
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #4



Power-Lift Windows. Ford is the only car in its field with push-button control of all four side windows! **Fordomatic Drive.** It's the only "automatic" in Ford's field that [illegible]

FIVE POWER ASSISTS that take the "drive" out of driving in the '54 FORD

With all the power assists you'd expect to find only in the costliest cars, the '54 Ford really puts the fun in and takes the work out of driving.

Yet power assists only begin to tell Ford's fine-car story! Ford offers a choice of new engines too: a new 130-h.p. Y-block V-8 and 115-h.p. I-block Six. Both are low-friction, deep-block engines [illegible] increased "go" [illegible] gas savings. And [illegible] and steer easier with [illegible] new Ball-Joint Front Suspension.

Whatever your tastes and requirements may be, you'll [illegible] Ford model that truly "belongs" in your family, wherever you may drive.

Your Ford Dealer
cordially invites
you to Test Drive
the '54 FORD

4-Way Power Seat. It's the only power seat in Ford's field that goes up and down as well as forward and back at the touch of [illegible] controls. **Swift Sure Power Brakes.** They reduce the effort of braking by up to one third [illegible] a *real* convenience [illegible] that helps you *stay* relaxed while driving.

Power assists optional at extra cost.

Master-Guide Power Steering. [illegible]

From National Geographic Magazine, May 1954 (Ford)

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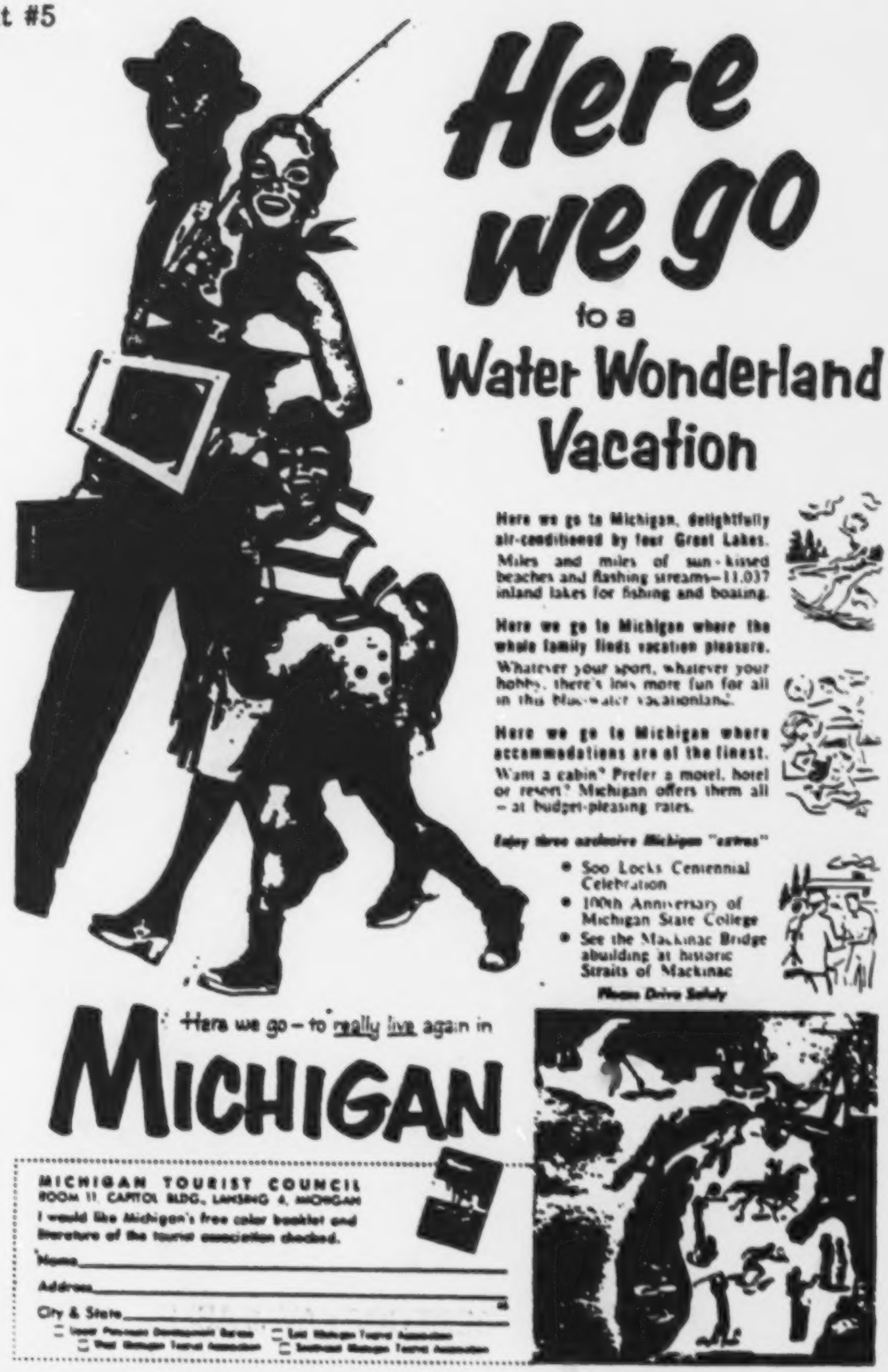
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #5



Here we go to a Water Wonderland Vacation

Here we go to Michigan, delightfully air-conditioned by four Great Lakes. Miles and miles of sun-kissed beaches and flashing streams—11,037 inland lakes for fishing and boating.

Here we go to Michigan where the whole family finds vacation pleasure. Whatever your sport, whatever your hobby, there's lots more fun for all in this blue-water vacationland.

Here we go to Michigan where accommodations are of the finest. Want a cabin? Prefer a motel, hotel or resort? Michigan offers them all – at budget-pleasing rates.

Enjoy three exclusive Michigan "extras"

- Soo Locks Centennial Celebration
- 100th Anniversary of Michigan State College
- See the Mackinac Bridge abuilding at historic Straits of Mackinac

Please Drive Safely

Here we go – to really live again in

MICHIGAN

MICHIGAN TOURIST COUNCIL
ROOM 11, CAPITOL BLDG., LANSING 4, MICHIGAN

I would like Michigan's free color booklet and literature of the tourist association checked.

Name________________________________

Address______________________________

City & State__________________________

☐ Upper Peninsula Development Bureau ☐ East Michigan Tourist Association
☐ West Michigan Tourist Association ☐ Southeast Michigan Tourist Association

From National Geographic Magazine, May 1955 (Michigan Tourist Council)

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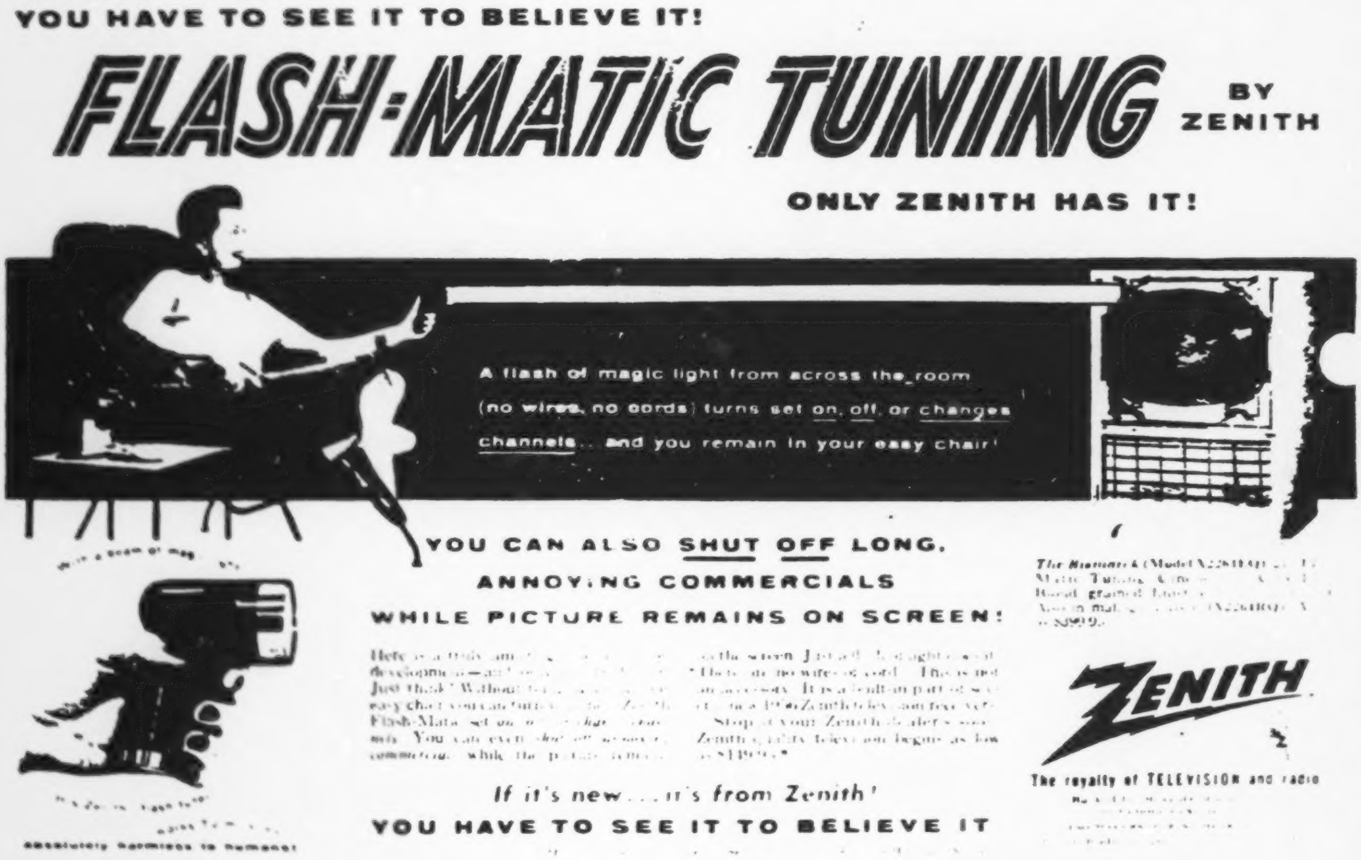
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #6



YOU HAVE TO SEE IT TO BELIEVE IT!

FLASH-MATIC TUNING BY ZENITH

ONLY ZENITH HAS IT!

A flash of magic light from across the room (no wires, no cords) turns set on, off, or changes channels... and you remain in your easy chair!

YOU CAN ALSO SHUT OFF LONG, ANNOYING COMMERCIALS WHILE PICTURE REMAINS ON SCREEN!

If it's new... it's from Zenith!

YOU HAVE TO SEE IT TO BELIEVE IT

absolutely harmless to humans!

ZENITH

The royalty of TELEVISION and radio

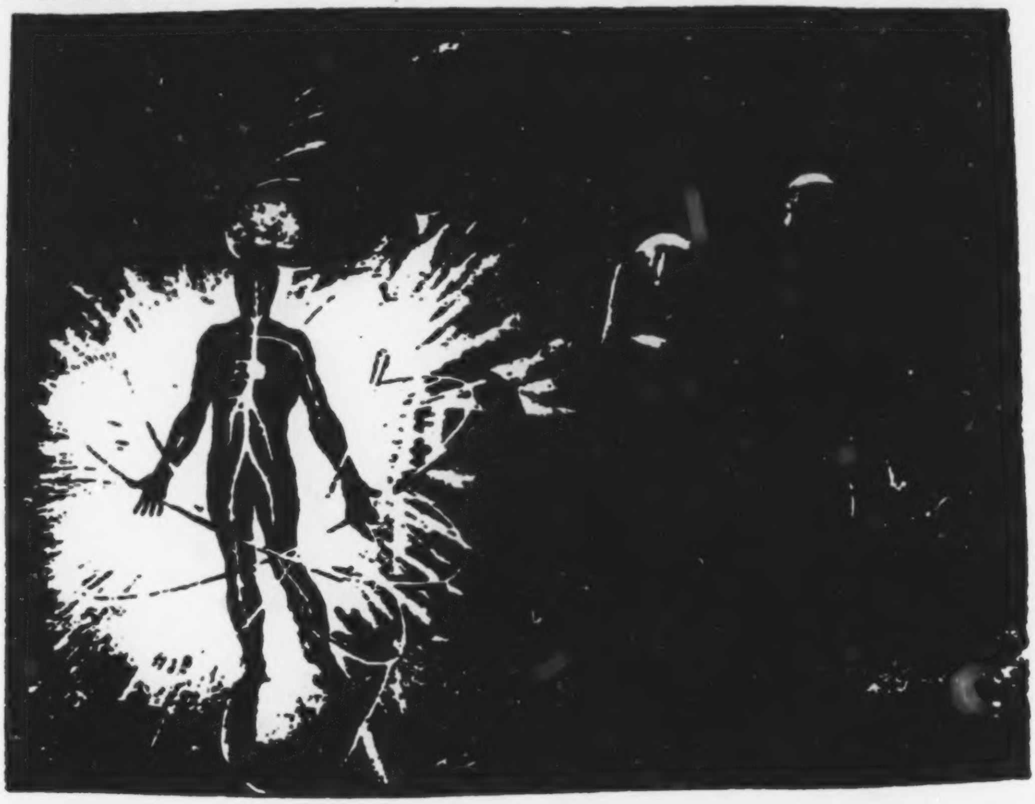
BEST COPY AVAILABLE

From National Geographic Magazine, September 1955 (Zenith)

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #7



Your health will be better since doctors can now use

the voice of the atom

DOCTORS have long wanted to learn more about the human bloodstream—how it supplies nourishment . . . defends against disease . . . becomes diseased, itself.

THAT WISH IS REALITY today, because atomic energy has given a voice to certain of nature's elements. When these elements are exposed to the powerful radiation of splitting atoms, they become radioactive, themselves, and are called *radioisotopes*. The radiation they give off can be detected and heard with special instruments.

NOW DOCTORS introduce isotopes of iodine, iron, sodium, or other elements into the bloodstream. Their course can then be followed to determine the location and nature of the trouble. Isotopes are also becoming increasingly important in actually treating ailments.

ISOTOPES are being used by industry and agriculture to analyze materials, measure wear, control processes, and to help answer mysteries of how plants absorb nourishment and how it affects their growth and health.

THE PEOPLE OF UNION CARBIDE operate, under Government contract, the Oak Ridge National Laboratory, the Nation's chief source of radioisotopes, as well as the huge atomic materials plants at Oak Ridge and Paducah.

FREE: *Learn how ALLOYS, CARBONS, GASES, CHEMICALS and PLASTICS improve many things that you use. Ask for "Products and Processes" booklet E.*

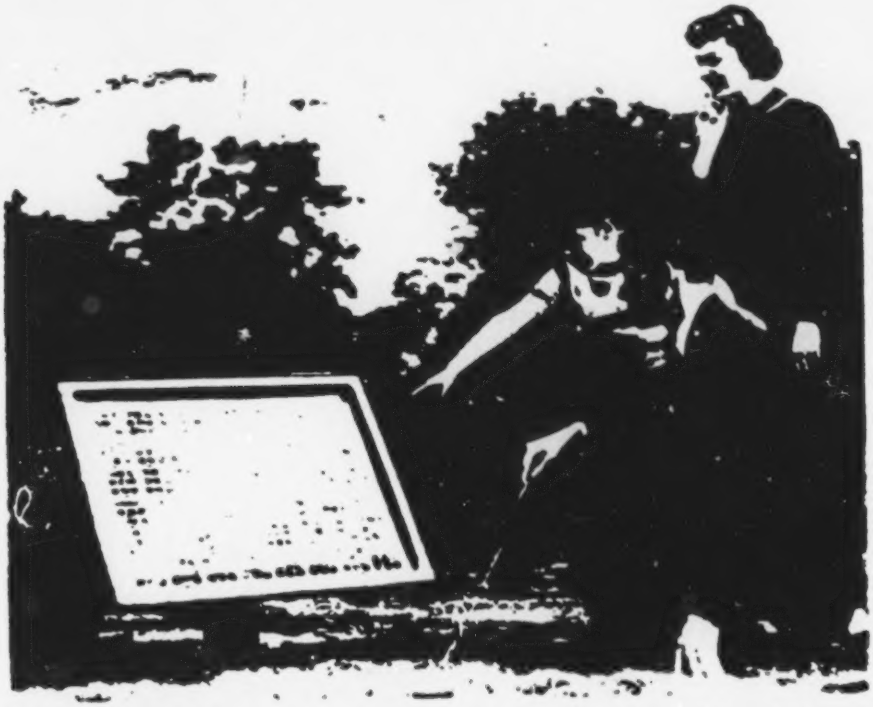
UNION CARBIDE
AND CARBON CORPORATION
30 EAST 42ND STREET NEW YORK 17, N. Y.
In Canada: UNION CARBIDE CANADA LIMITED

From National Geographic Magazine, October 1955 (Union Carbide)

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #8



Something New Under the Sun. It's the Bell Solar Battery, made of thin discs of specially treated silicon, an ingredient of common sand. It converts the sun's rays directly into usable amounts of electricity. Simple and trouble-free. (The storage batteries beside the solar battery store up its electricity for night use.)

Bell System Solar Battery Converts Sun's Rays into Electricity!

Bell Telephone Laboratories invention has great possibilities for telephone service and for all mankind

Ever since Archimedes, men have been searching for the secret of the sun.

For it is known that the same kindly rays that help the flowers and the grains and the fruits to grow also send us almost limitless power. It is nearly as much every three days as in all known reserves of coal, oil and uranium.

If this energy could be put to use – there would be enough to turn every wheel and light every lamp that mankind would ever need.

The dream of ages has been brought closer by the Bell System Solar Battery. It was invented at the Bell Telephone Laboratories after long research and first announced in 1954. Since then its efficiency has been doubled and its usefulness extended.

There's still much to be done before the battery's possibilities in telephony and for other uses are fully developed. But a good and pioneering start has been made.

The progress so far is like the opening of a door through which we can glimpse exciting new things for the future. Great benefits for telephone users and for all mankind may come from this forward step in putting the energy of the sun to practical use.

BELL TELEPHONE SYSTEM

From National Geographic Magazine, September 1956 (Bell Telephone)

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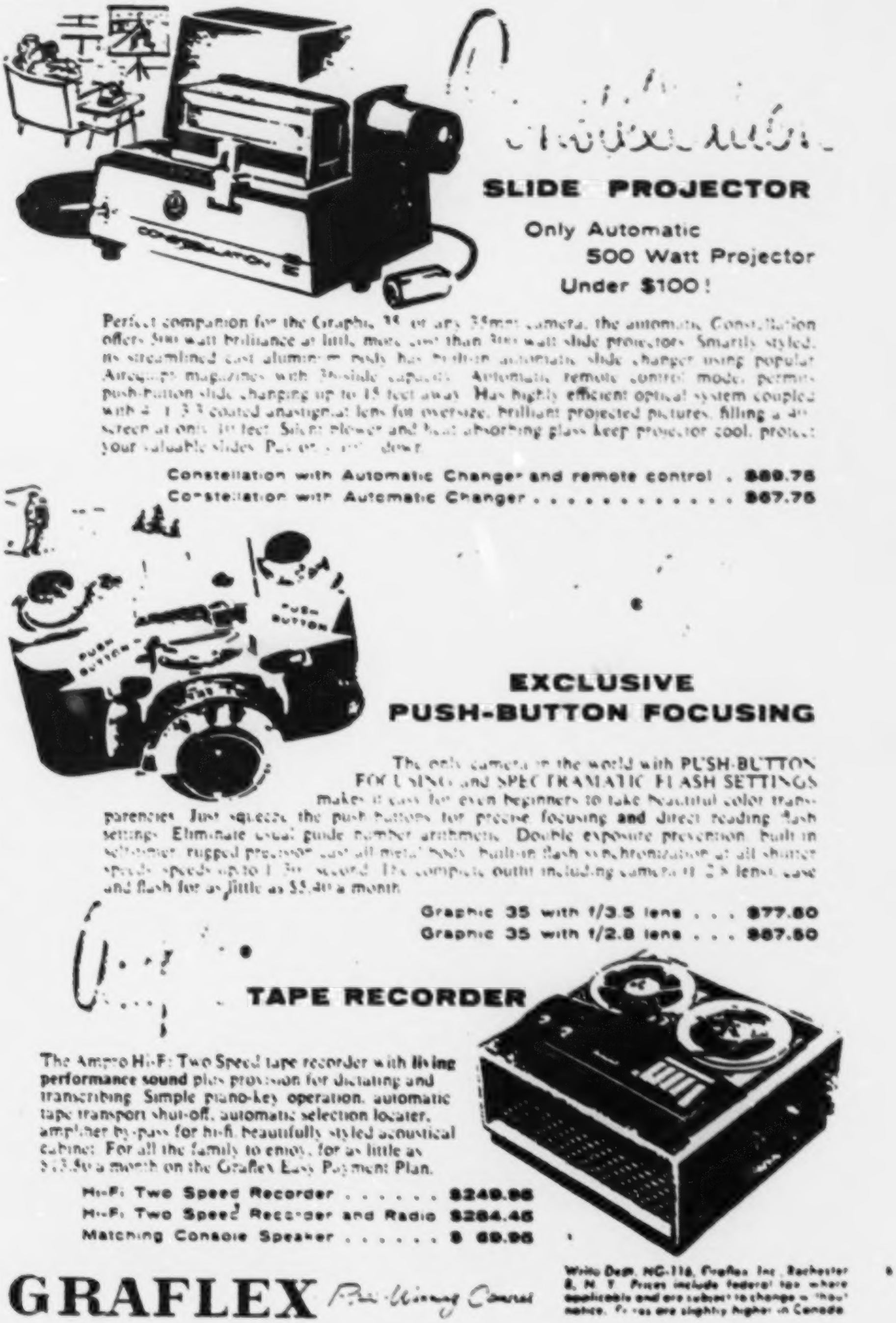
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #9



SLIDE PROJECTOR

Only Automatic
500 Watt Projector
Under $100!

Perfect companion for the Graphic 35 or any 35mm camera, the automatic Constellation offers 500 watt brilliance at little more cost than 300 watt slide projectors. Smartly styled, its streamlined cast aluminum body has built-in automatic slide changer using popular Airequipt magazines with 36-slide capacity. Automatic remote control model permits push-button slide changing up to 15 feet away. Has highly efficient optical system coupled with 4" f/3.5 coated anastigmat lens for oversize, brilliant projected pictures, filling a 40" screen at only 10 feet. Silent blower and heat absorbing glass keep projector cool, protect your valuable slides. Pay as [illegible] down.

Constellation with Automatic Changer and remote control . $89.75
Constellation with Automatic Changer $67.75

EXCLUSIVE
PUSH-BUTTON FOCUSING

The only camera in the world with PUSH-BUTTON FOCUSING and SPECTRAMATIC FLASH SETTINGS makes it easy for even beginners to take beautiful color transparencies. Just squeeze the push-buttons for precise focusing **and** direct reading flash settings. Eliminate usual guide number arithmetic. Double exposure prevention, built-in self-timer, rugged precision cast all-metal body, built-in flash synchronization at all shutter speeds, speeds up to 1/300 second. The complete outfit including camera (f/2.8 lens), case and flash for as little as $5.40 a month.

Graphic 35 with f/3.5 lens . . . $77.50
Graphic 35 with f/2.8 lens . . . $87.50

TAPE RECORDER

The Ampro Hi-Fi Two Speed tape recorder with **living performance sound** plus provision for dictating and transcribing. Simple piano-key operation, automatic tape transport shut-off, automatic selection locater, amplifier by-pass for hi-fi, beautifully styled acoustical cabinet. For all the family to enjoy, for as little as $13.50 a month on the Graflex Easy Payment Plan.

Hi-Fi Two Speed Recorder $249.95
Hi-Fi Two Speed Recorder and Radio $284.45
Matching Console Speaker . . . . . . $ 69.95

GRAFLEX *Prize-Winning Cameras*

Write Dept. NG-116, Graflex Inc., Rochester 8, N. Y. Prices include federal tax where applicable and are subject to change without notice. Prices are slightly higher in Canada.

From National Geographic Magazine, November 1956 (Graflex)

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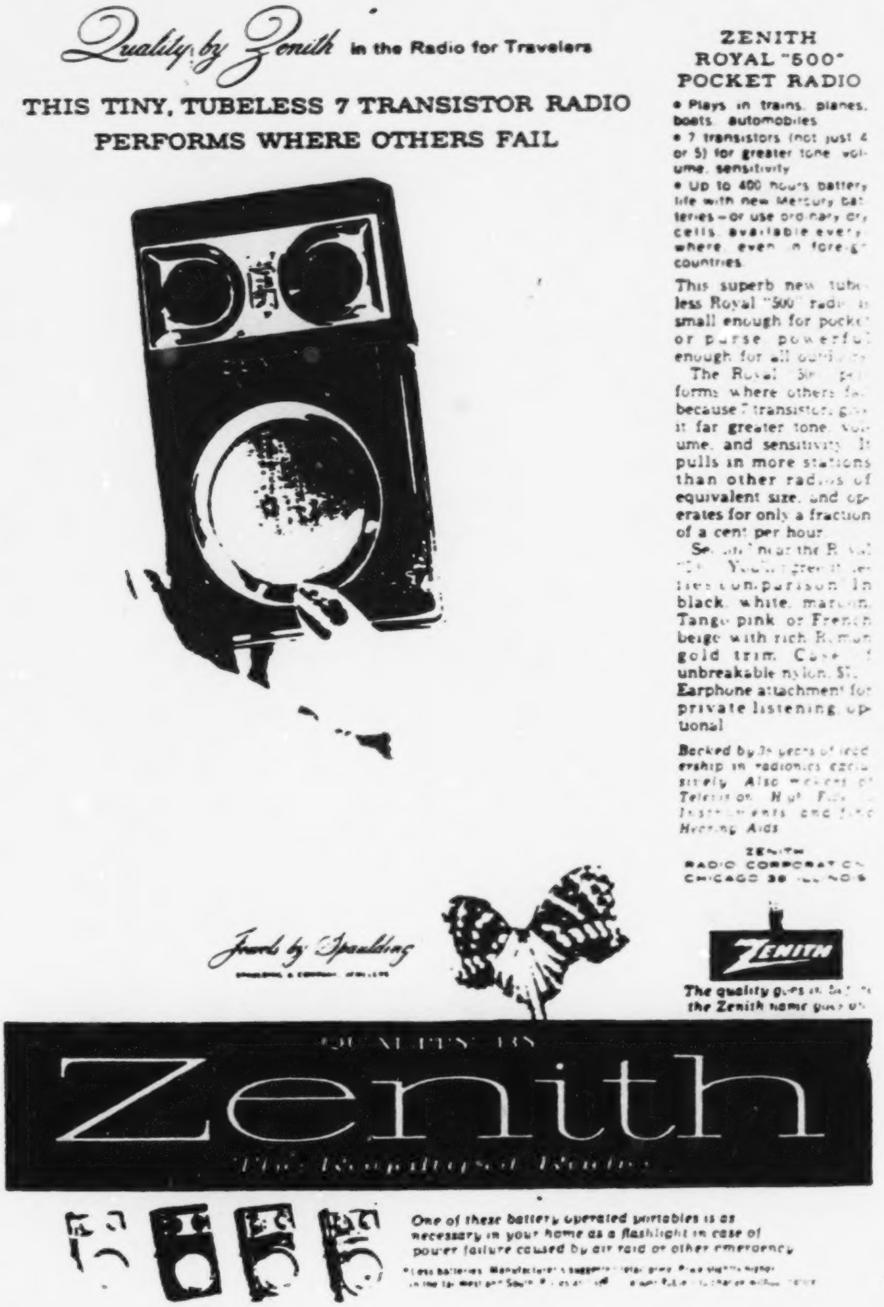
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #10



Quality by Zenith in the Radio for Travelers

THIS TINY, TUBELESS 7 TRANSISTOR RADIO PERFORMS WHERE OTHERS FAIL

ZENITH
ROYAL "500"
POCKET RADIO

- Plays in trains, planes, boats, automobiles
- 7 transistors (not just 4 or 5) for greater tone, volume, sensitivity
- Up to 400 hours battery life with new Mercury batteries—or use ordinary dry cells, available everywhere, even in foreign countries

This superb new tubeless Royal "500" radio is small enough for pocket or purse, powerful enough for all outdoors.

The Royal "500" performs where others fail because 7 transistors give it far greater tone, volume, and sensitivity. It pulls in more stations than other radios of equivalent size, and operates for only a fraction of a cent per hour.

See and hear the Royal "500." You'll agree it defies comparison. In black, white, maroon, Tango pink or French beige with rich Roman gold trim. Case of unbreakable nylon. $[illegible] Earphone attachment for private listening optional.

Backed by 38 years of leadership in radionics exclusively. Also makers of Television, High Fidelity Instruments and fine Hearing Aids.

ZENITH
RADIO CORPORATION
CHICAGO 39, ILLINOIS

Jewels by Spaulding

The quality goes in before the Zenith name goes on.

QUALITY BY
Zenith
The Royalty of Radio

One of these battery operated portables is as necessary in your home as a flashlight in case of power failure caused by air raid or other emergency.

*Less batteries. Manufacturer's suggested retail price. Price slightly higher in the far west and South. [illegible]

From National Geographic Magazine, April 1957 (Zenith)

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Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #11

"The first Douglas airplane was designed in the back room of a barbershop, thirty-six years ago. From that modest start we have become the world's largest producer of aircraft. Many of our achievements are recognized as milestones of aeronautical progress.

"The Douglas DC-3 made possible the tremendous growth of commercial aviation throughout the world. Military versions of the DC-3 proved to be the very backbone of our military and naval transport services during World War II. The family of DC's since then—the DC-4, DC-6, DC-7—all have charted new courses in global aviation.

"Douglas jets have made history, too. The world's first jet bomber was built by Douglas in 1946. Twice in 1947, twice in 1953 and again in 1955 Douglas jets established new world speed records. In 1951 a Douglas jet set the world's altitude record.

"And now we stand with you on the threshold of commercial jet flight. Soon the jet age will unfold and the Douglas DC-8 will be in service throughout the world. Its arrival into our lives will have a profound effect upon all of us."

Donald W. Douglas:
President and Chairman of the Board,
Douglas Aircraft Company

How will jet flight affect the days of your life?

One day you'll lunch in Paris, have dinner in Manhattan... or tea in London, cocktails in Boston. Or breakfast in San Francisco, lunch in Honolulu...

You'll go from New York to Los Angeles in 4½ hours. New York to Chicago in 1½ hours. Be in Washington, D. C. and Louisville, Ky. at the same hour on your watch!

Time will take on a new meaning, have greater width and depth, when the DC-8 jetliner brings the jet age into your life.

It will allow you to be in two places at once. Let you race with the sun . . . and almost make it stand still. Make the most of the hours in your day . . . and give you a sense of creating new ones.

New-found sense of time

This new definition of time will make family weekends in Europe as practical and as leisurely as going off to the seashore. Lengthen your business day by *hours*. Create extra days for your vacations. Bring summer as close as 100 minutes away, even in the bitter dead of winter.

In the DC-8, flying through the stratosphere at almost the speed of sound, you'll find an ocean of calm.

Eight miles higher than the earth, where weather can't reach you, you'll travel in unimagined serenity. There will be no beat or drone of engines, no vibration, no sensation of speed.

You'll feel a kinship with the open, intensely blue sea of sky around you. At night, the stars will seem closer, brighter. The moon will hang lower and more sharply defined. The air outside your window will be 60 degrees below zero, but in your pressurized cabin you'll soar through the sky in the climate of a lovely, sweet summer's evening.

Nearing your destination, your descent towards earth will be placid, almost unnoticeable. You'll touch the ground lightly, and suddenly you'll be there, at some distant place, not quite believing that you've covered so much space in so little time.

So much space. So little time. This is the essence of jet flight. The modern miracle of travel which will alter the days of your life, and the hours of your days.

In the stratosphere, occasionally the sun's rays filter through a crystal mist and sparkle like gems tossed on velvet.

DOUGLAS JET DC-8

These airlines already have purchased DC-8's: Delta Air Lines • Eastern Air Lines • Japan Air Lines
KLM Royal Dutch Air Lines • National Airlines • Pan American World Airways • Panagra • Scandinavian Airlines System
Swissair • Trans-Canada Air Lines • Union Aeromaritime de Transports • United Air Lines

From National Geographic Magazine, July 1957 (Douglas)

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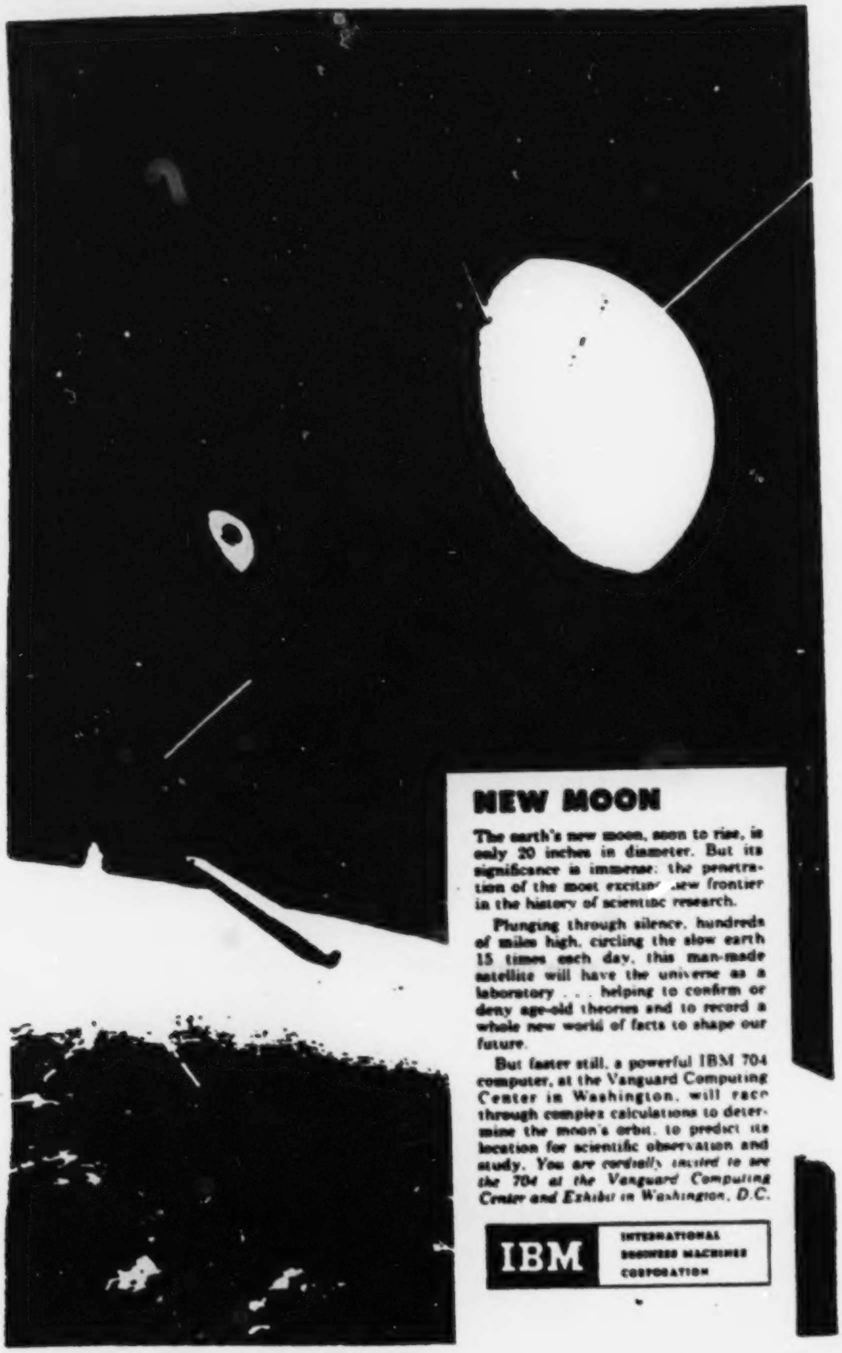
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #12



NEW MOON

The earth's new moon, soon to rise, is only 20 inches in diameter. But its significance is immense: the penetration of the most exciting new frontier in the history of scientific research.

Plunging through silence, hundreds of miles high, circling the slow earth 15 times each day, this man-made satellite will have the universe as a laboratory . . . helping to confirm or deny age-old theories and to record a whole new world of facts to shape our future.

But faster still, a powerful IBM 704 computer, at the Vanguard Computing Center in Washington, will race through complex calculations to determine the moon's orbit, to predict its location for scientific observation and study. *You are cordially invited to see the 704 at the Vanguard Computing Center and Exhibit in Washington, D.C.*

IBM
INTERNATIONAL
BUSINESS MACHINES
CORPORATION

From National Geographic Magazine, September 1957 (IBM)

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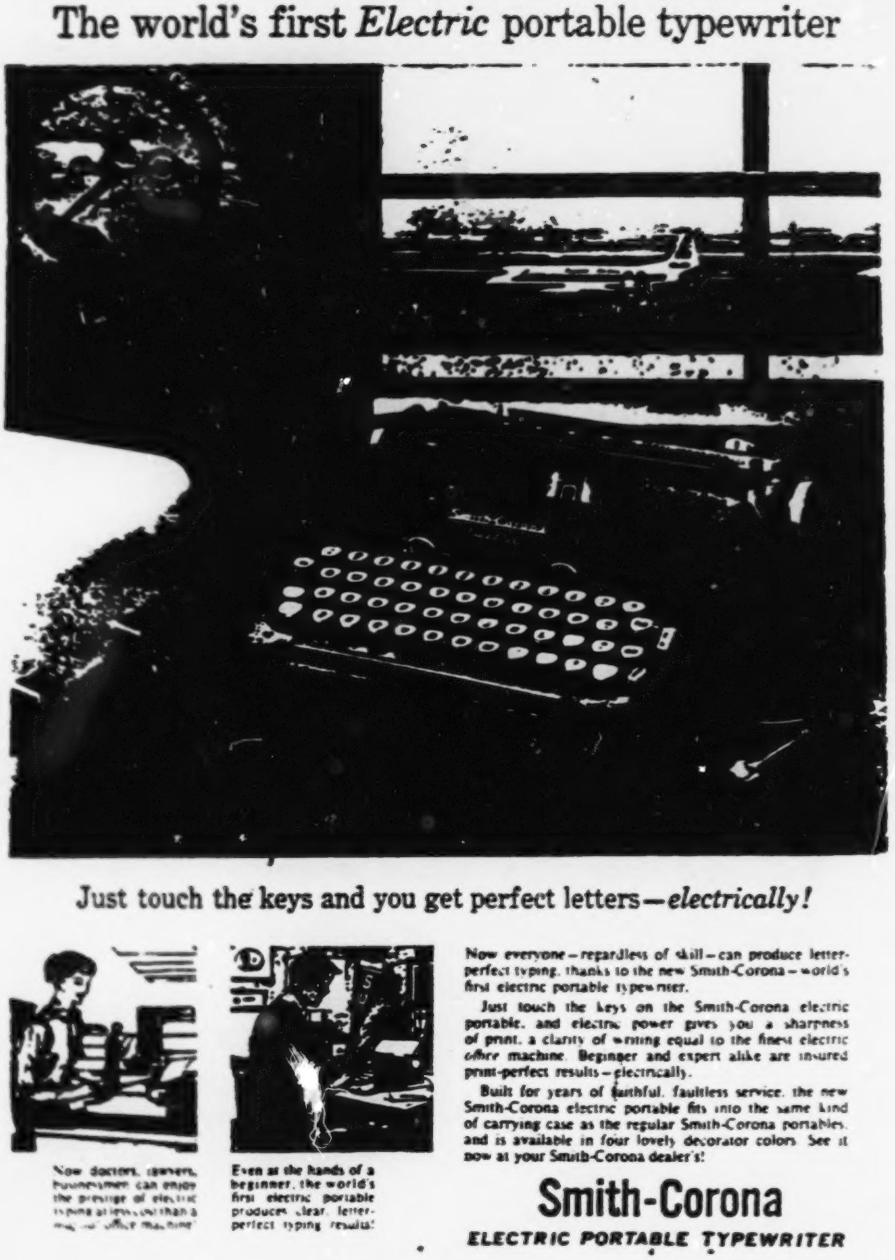
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #13



The world's first *Electric* portable typewriter

Just touch the keys and you get perfect letters—*electrically!*

Now doctors, lawyers, businessmen can enjoy the prestige of electric typing at less cost than a major office machine!

Even at the hands of a beginner, the world's first electric portable produces clear, letter-perfect typing results!

Now everyone—regardless of skill—can produce letter-perfect typing, thanks to the new Smith-Corona—world's first electric portable typewriter.

Just touch the keys on the Smith-Corona electric portable, and electric power gives you a sharpness of print, a clarity of writing equal to the finest electric *office* machine. Beginner and expert alike are insured print-perfect results—electrically.

Built for years of faithful, faultless service, the new Smith-Corona electric portable fits into the same kind of carrying case as the regular Smith-Corona portables, and is available in four lovely decorator colors. See it now at your Smith-Corona dealer's!

Smith-Corona

ELECTRIC PORTABLE TYPEWRITER

From National Geographic Magazine, October 1957 (Smith-Corona)

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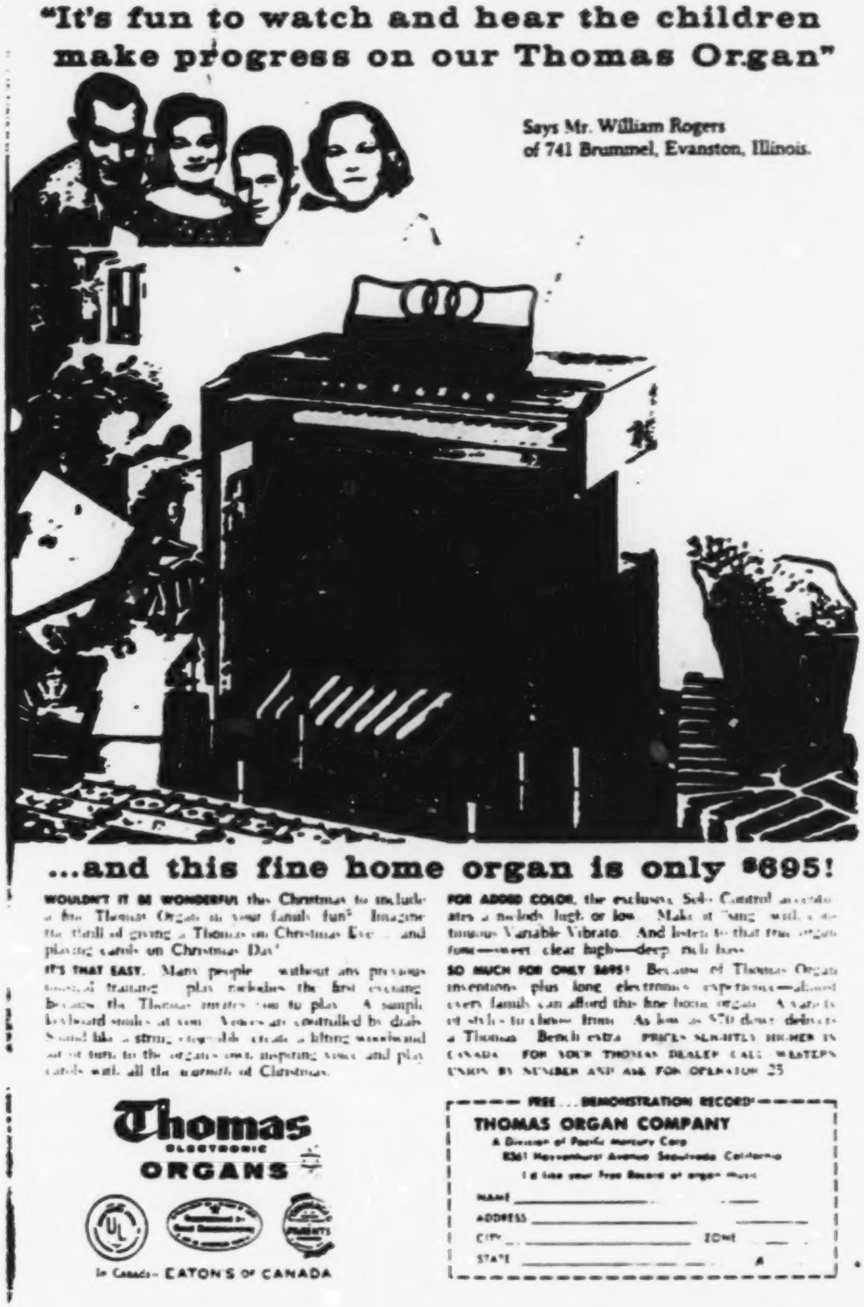
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #14



"It's fun to watch and hear the children make progress on our Thomas Organ"

Says Mr. William Rogers
of 741 Brummel, Evanston, Illinois.

...and this fine home organ is only $695!

WOULDN'T IT BE WONDERFUL this Christmas to include a fine Thomas Organ in your family fun? Imagine the thrill of giving a Thomas on Christmas Eve ... and playing carols on Christmas Day!

IT'S THAT EASY. Many people — without any previous musical training — play melodies the first evening because the Thomas invites you to play. A simple keyboard smiles at you. Voices are controlled by dials. Sound like a string ensemble, create a lilting woodwind ... or turn to the organ's own, inspiring voice and play carols with all the warmth of Christmas.

FOR ADDED COLOR, the exclusive Solo Control accentuates a melody high or low. Make it "sing" with continuous Variable Vibrato. And listen to that true organ tone—sweet, clear high—deep, rich bass.

SO MUCH FOR ONLY $695! Because of Thomas Organ inventions plus long electronics experience—almost every family can afford this fine home organ. A variety of styles to choose from. As low as $70 down delivers a Thomas. Bench extra. PRICES SLIGHTLY HIGHER IN CANADA. FOR YOUR THOMAS DEALER CALL WESTERN UNION BY NUMBER AND ASK FOR OPERATOR 25

Thomas
ELECTRONIC
ORGANS

In Canada— EATON'S OF CANADA

FREE ... DEMONSTRATION RECORD!

THOMAS ORGAN COMPANY
A Division of Pacific Mercury Corp.
8361 Havenhurst Avenue, Sepulveda, California

I'd like your free Record of organ music.

NAME ______________________
ADDRESS ______________________
CITY ______________________ ZONE ____
STATE ______________________

From National Geographic Magazine, November 1957 (Thomas Organs)

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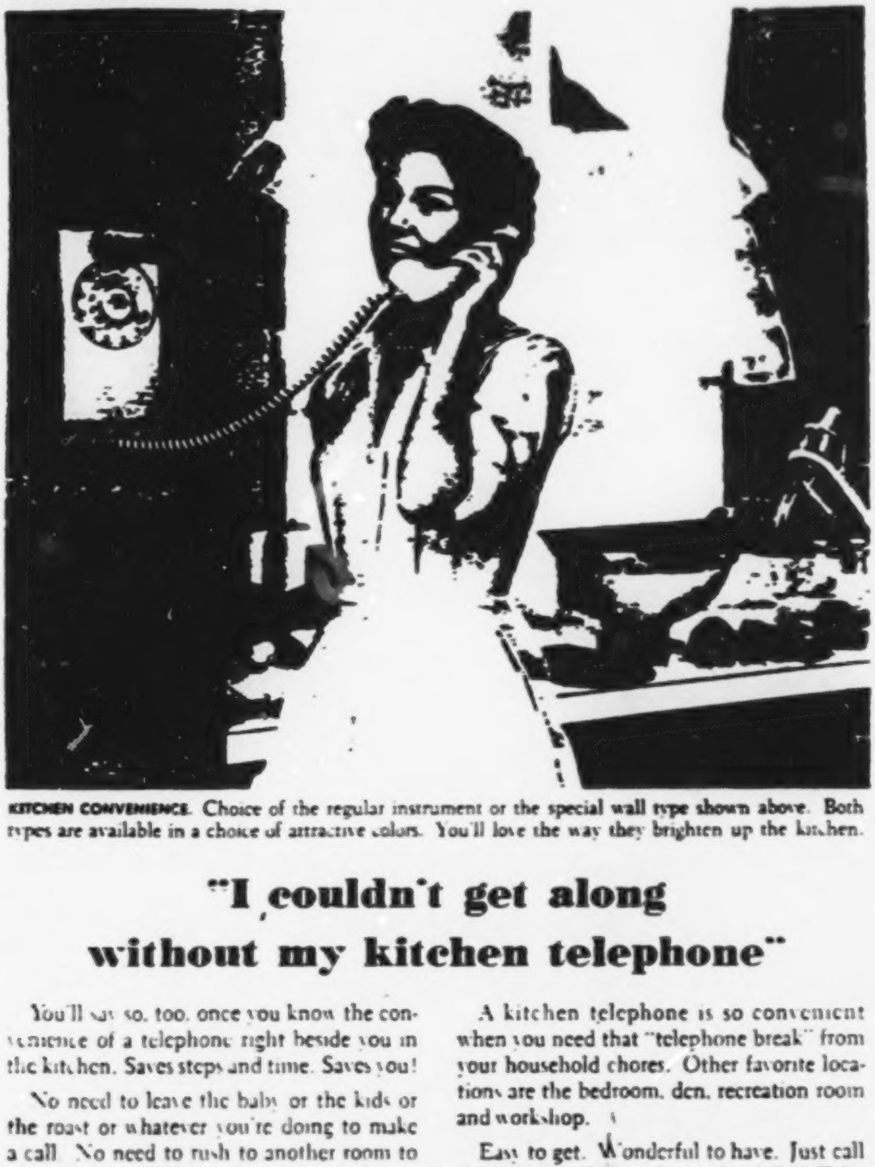
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #15



KITCHEN CONVENIENCE. Choice of the regular instrument or the special wall type shown above. Both types are available in a choice of attractive colors. You'll love the way they brighten up the kitchen.

"I couldn't get along without my kitchen telephone"

You'll say so, too, once you know the convenience of a telephone right beside you in the kitchen. Saves steps and time. Saves you!

No need to leave the baby or the kids or the roast or whatever you're doing to make a call. No need to rush to another room to answer the telephone. You just reach out your hand and there it is!

A kitchen telephone is so convenient when you need that "telephone break" from your household chores. Other favorite locations are the bedroom, den, recreation room and workshop.

Easy to get. Wonderful to have. Just call the Business Office of your local Bell Telephone Company.

It's fun to phone ... **Bell Telephone System**

From National Geographic Magazine, April 1958 (Bell Telephone)

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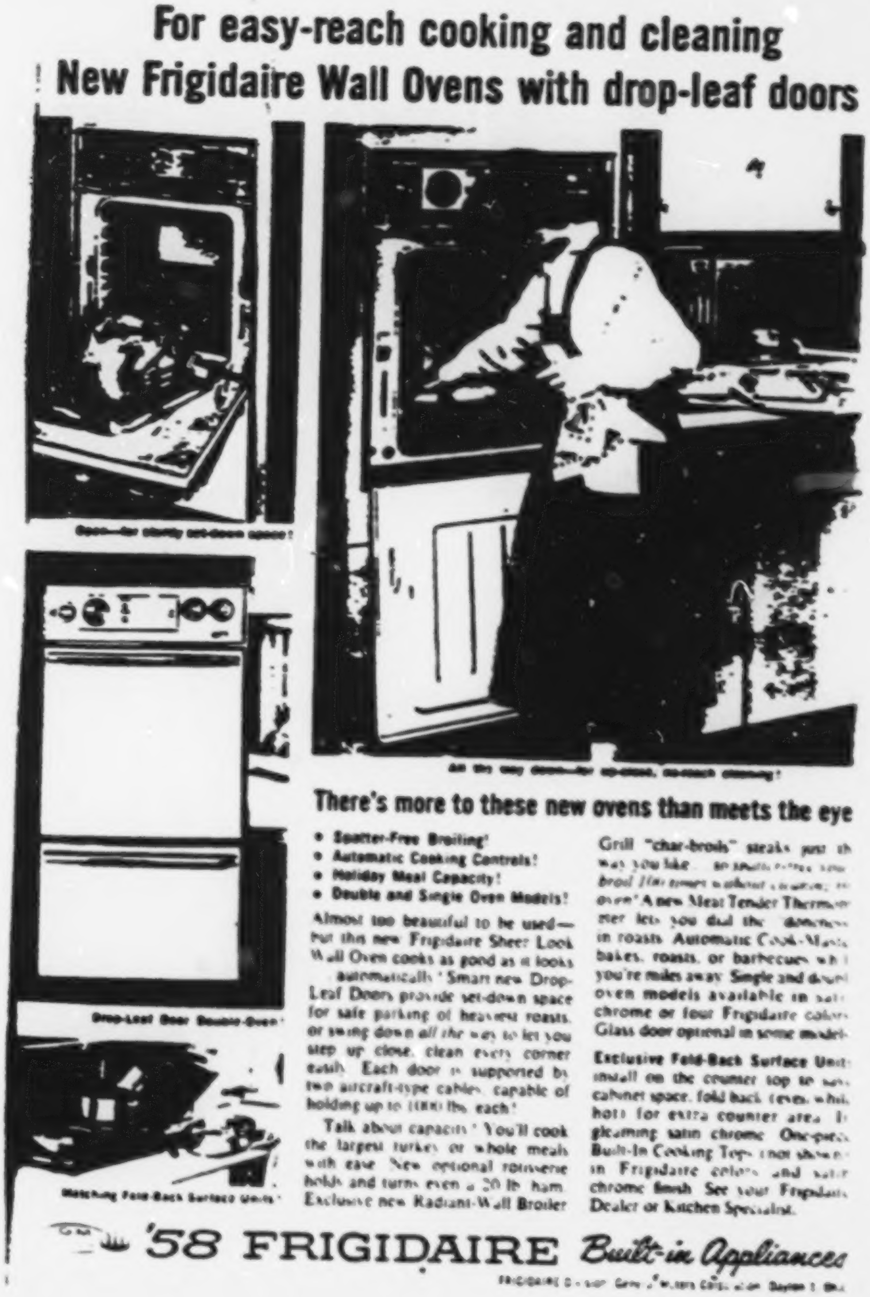
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #16



For easy-reach cooking and cleaning New Frigidaire Wall Ovens with drop-leaf doors

Open—for sturdy set-down space!

All the way down—for up-close, no-reach cleaning!

Drop-Leaf Door Double-Oven

Matching Fold-Back Surface Units

There's more to these new ovens than meets the eye

- **Spatter-Free Broiling!**
- **Automatic Cooking Controls!**
- **Holiday Meal Capacity!**
- **Double and Single Oven Models!**

Almost too beautiful to be used—but this new Frigidaire Sheer Look Wall Oven cooks as good as it looks ... automatically! Smart new Drop-Leaf Doors provide set-down space for safe parking of heaviest roasts, or swing down *all the way* to let you step up close, clean every corner easily. Each door is supported by two aircraft-type cables, capable of holding up to 1000 lbs. each!

Talk about capacity! You'll cook the largest turkey or whole meals with ease. New optional rotisserie holds and turns even a 20 lb. ham. Exclusive new Radiant-Wall Broiler Grill "char-broils" steaks just the way you like ... so spatter-free you *broil [illegible] times without cleaning the oven!* A new Meat Tender Thermometer lets you dial the "doneness" in roasts. Automatic Cook-Master bakes, roasts, or barbecues while you're miles away. Single and double oven models available in satin chrome or four Frigidaire colors. Glass door optional in some models.

Exclusive Fold-Back Surface Units install on the counter top to save cabinet space, fold back (even while hot) for extra counter area. In gleaming satin chrome. One-piece Built-In Cooking Tops (not shown) in Frigidaire colors and satin chrome finish. See your Frigidaire Dealer or Kitchen Specialist.

GM '58 FRIGIDAIRE *Built-in Appliances*

FRIGIDAIRE Division General Motors Corporation Dayton 1, Ohio

From National Geographic Magazine, May 1958 (Frigidaire)

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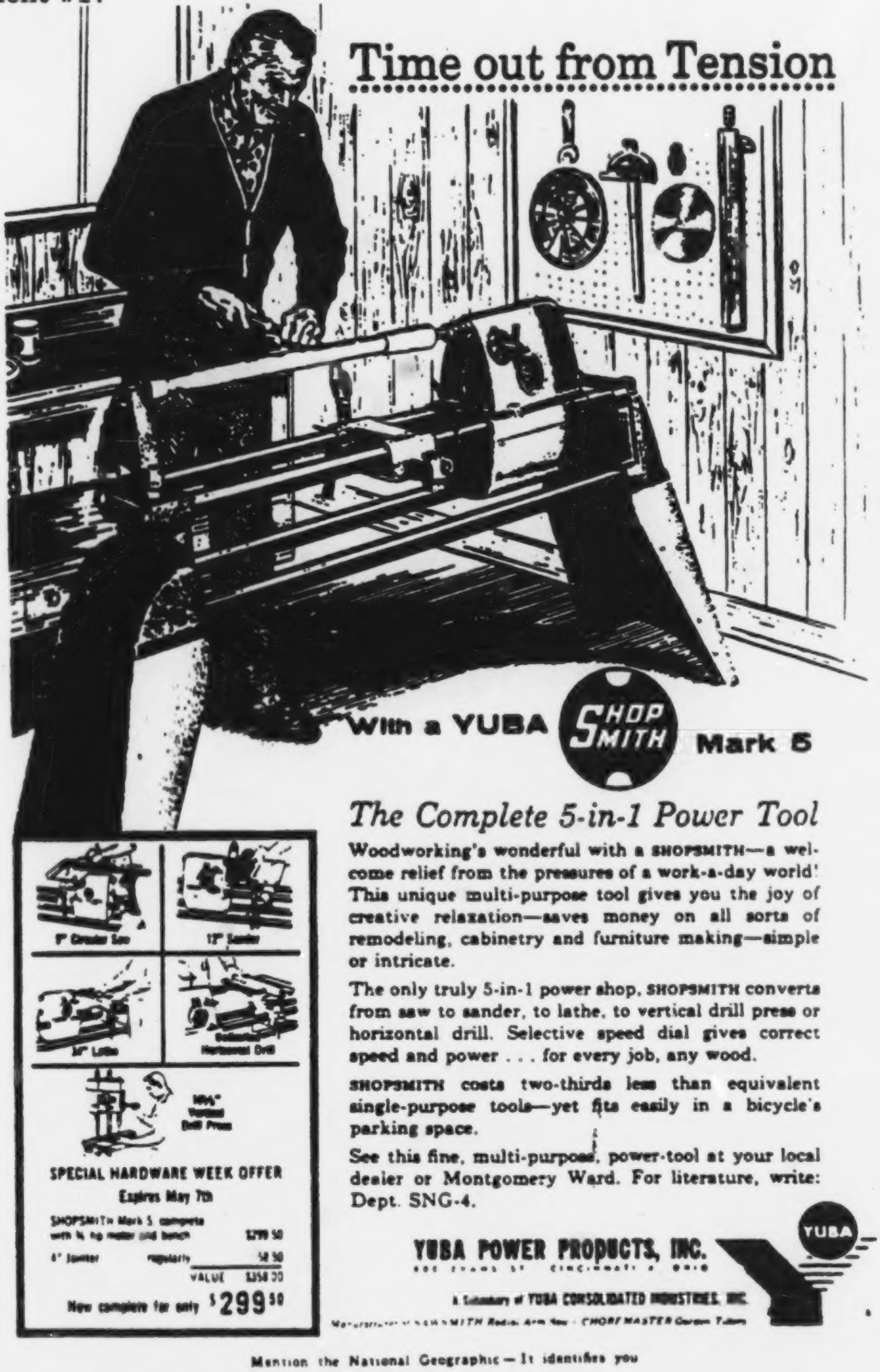
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #17



Time out from Tension

With a YUBA SHOPSMITH Mark 5

The Complete 5-in-1 Power Tool

Woodworking's wonderful with a SHOPSMITH—a welcome relief from the pressures of a work-a-day world! This unique multi-purpose tool gives you the joy of creative relaxation—saves money on all sorts of remodeling, cabinetry and furniture making—simple or intricate.

The only truly 5-in-1 power shop, SHOPSMITH converts from saw to sander, to lathe, to vertical drill press or horizontal drill. Selective speed dial gives correct speed and power . . . for every job, any wood.

SHOPSMITH costs two-thirds less than equivalent single-purpose tools—yet fits easily in a bicycle's parking space.

See this fine, multi-purpose, power-tool at your local dealer or Montgomery Ward. For literature, write: Dept. SNG-4.

YUBA POWER PRODUCTS, INC.
[illegible] Cincinnati 4, Ohio
A Subsidiary of YUBA CONSOLIDATED INDUSTRIES, INC.
Manufacturers of SAWSMITH Radial Arm Saw · CHOREMASTER Garden Tillers

SPECIAL HARDWARE WEEK OFFER
Expires May 7th

SHOPSMITH Mark 5, complete with ½ hp motor and bench		$299.50
6" Jointer	regularly	58.50
	VALUE	$358.00

Now complete for only $299.50

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From National Geographic Magazine, April 1960 (Yuba Power Products)

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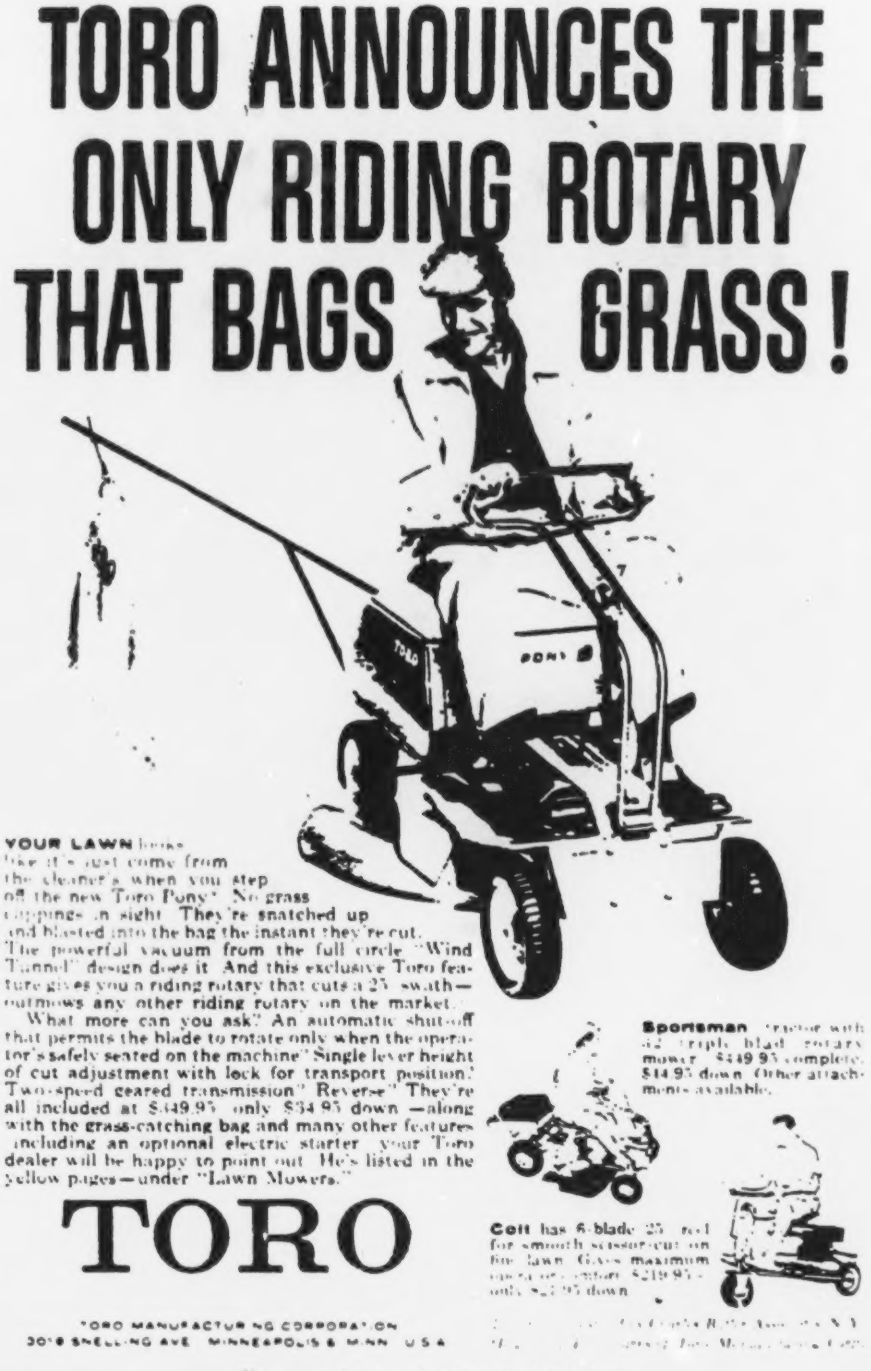
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #18



TORO ANNOUNCES THE ONLY RIDING ROTARY THAT BAGS GRASS!

YOUR LAWN looks like it's just come from the cleaner's when you step off the new Toro Pony*. No grass clippings in sight. They're snatched up and blasted into the bag the instant they're cut. The powerful vacuum from the full circle "Wind Tunnel" design does it. And this exclusive Toro feature gives you a riding rotary that cuts a 25" swath—outmows any other riding rotary on the market.

What more can you ask? An automatic shut-off that permits the blade to rotate only when the operator's safely seated on the machine! Single lever height of cut adjustment with lock for transport position! Two-speed geared transmission! Reverse! They're all included at $349.95 only $34.95 down—along with the grass-catching bag and many other features including an optional electric starter your Toro dealer will be happy to point out. He's listed in the yellow pages—under "Lawn Mowers."

Sportsman tractor with 32" triple blade rotary mower. $449.95 complete. $44.95 down. Other attachments available.

Colt has 6-blade 25" reel for smooth scissor-cut on fine lawn. Gives maximum [illegible] comfort. $219.95 - only $21.95 down.

TORO

TORO MANUFACTURING CORPORATION
3018 SNELLING AVE. MINNEAPOLIS 6, MINN. U.S.A.

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From National Geographic Magazine, April 1960 (Toro)

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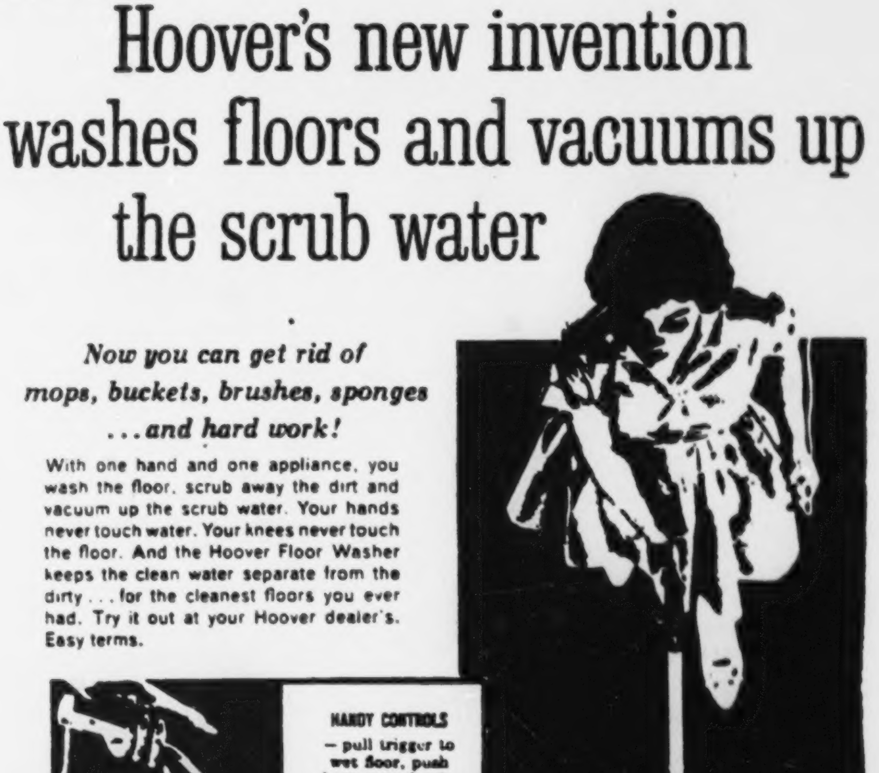
Unit XI: Leader of the Free World: 1945–1975

Question/Problem 2: How did post–war technology and prosperity affect life in the 1950s?

Advertisement #19



Hoover's new invention washes floors and vacuums up the scrub water

Now you can get rid of mops, buckets, brushes, sponges . . . and hard work!

With one hand and one appliance, you wash the floor, scrub away the dirt and vacuum up the scrub water. Your hands never touch water. Your knees never touch the floor. And the Hoover Floor Washer keeps the clean water separate from the dirty . . . for the cleanest floors you ever had. Try it out at your Hoover dealer's. Easy terms.

HANDY CONTROLS — pull trigger to wet floor, push button to dry it.

EASY TO FILL AND EMPTY —tank slides out, holds enough for 2 average rooms.

HIGHLY MANEUVERABLE —swivel nozzle reaches corners, baseboards, other hard-to-get-at places.

HOOVER
ELECTRIC FLOOR WASHER
by the makers of Hoover Vacuum Cleaners

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Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

Objectives: The students will be able to

1. describe important events in the Civil Rights movement, appreciate what it was like to participate in those events, and explain how those events changed the lives of African Americans.
2. explain the important role Martin Luther King, Jr., played in the Civil Rights movement.
3. recognize alternate views in the Civil Rights movement and compare them to the views of Dr. King.
4. describe success and failures of the civil rights movement.
5. appreciate the need to respect the rights of all persons.
6. interpret primary resources.
7. recommend possible solutions to civil rights problems.

Description of lesson/activity:

1. Teachers should read or distribute to students the accompanying "Martin Luther King, Jr., on the Future of America" reading. The excerpt should be used to begin discussion about the civil rights unit. Include in the discussion:
    - a comparison of U.S. world leadership in the Cold War and in technology/ prosperity to its role as a moral leader in the world.
    - a review of Reconstruction and the origins of the segregated South as learned in Unit VII, including Plessy v. Ferguson and the Jim Crow laws.
2. Students should learn that in the 1950s and 1960s many efforts were made to end segregation and discrimination in the United States. The focus of this lesson is the accompanying "Civil Rights: Before and After" chart. This chart highlights important events, strategies, and legislation accomplished by the Civil Rights movement. Student directions are included on the chart; a teacher's guide is also included.
3. While discussing the completed charts, teachers should review other events in the civil rights struggle, such as the integration of Little Rock Central High School (1957), the March on Washington (1963), and Bloody Sunday at Selma, Alabama (1965). This class should focus on what it was like to participate in these events and how these events changed the lives of African Americans.

400

4. The teacher should provide students with information on the life of Martin Luther King, Jr., and his philosophy of nonviolent resistance. Emphasis should be placed on his "March on Washington" speech, excerpts of which are found on the accompanying "Martin Luther King, Jr.: I Have a Dream" worksheet; some students may enjoy reading the entire speech or viewing it on film or video. The teacher can choose from a wide variety of text, filmstrip, and video tape resources to review King's life and accomplishments.

5. Students should realize that there were other leaders of the Civil Rights movement with visions for the future that were different from that of Martin Luther King, Jr. Teachers should distribute the accompanying "Malcolm X: An Alternate Dream" and "Black Panther Party: An Alternate Dream" worksheets. After students have responded in writing to the readings, the teacher should lead a discussion about how these alternate views differ from those of King. Teachers may supplement this with additional information about the Black Muslims, the Black Panthers, Eldridge Cleaver, and Angela Davis, among others.

6. At this point students should begin to evaluate the successes and failures of the Civil Rights movement. The accompanying worksheet "The Unfulfilled Dream" should be used to detail many of the problems faced by African Americans fifteen years after Martin Luther King, Jr.'s assassination in 1968.

7. As a culminating activity for this unit, students should be asked to deliver a speech about their dream for the future of civil rights using the "Civil Rights: Your Dream For The Future" worksheet. The teacher may choose to evaluate student work in either written or oral form.

8. Teachers should also compare the Civil Rights movement led by African Americans to those led by women, Hispanics, and Asian-Americans during this period of time.

Resources:

The following are collections of primary resources:

1. Carson, Clayborne et al., ed. The Eyes on the Prize: Civil Rights Reader. New York: Penguin Books, 1991.

2. Hampton, Henry and Steve Fayer, ed. Voices of Freedom: An Oral History of The Civil Rights Movement from the 1950's through the 1980's. New York: Bantam Books, 1990.

3. Meltzer, Milton. The Black Americans: A History in Their Own Words. New York: Thomas Y. Crowell, 1984.

4. Teachers may wish to order the free America's Civil Rights Movement Teaching Kit from : Teaching Tolerance, 400 Washington Ave., Montgomery, Alabama, 36104.

Unit XI: Leader of the Free World: 1945-1975

Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

Martin Luther King, Jr.: The Future of America

Directions: Locate the quotation from Martin Luther King, Jr., beginning with "History has thrust upon our generation . . . " This passage can be found on page 4 in Lotte Hoskins, ed., "I Have a Dream": The Quotations of Martin Luther King, Jr. (New York: Grosset & Dunlap, 1968). *(Permission to reprint passage not granted.)*

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

Civil Rights: Before and After Chart

Directions: Using your textbook and other available resources, fill in all three columns of this chart. First, describe each of the six events of the Civil Rights movement found in the second column. Then, in the first column, describe the problem that led to the event; in the third column, describe what improvements were brought about by the event.

The Problem (Before)	Events of the Civil Rights Movement	The Improvement (After)
	Brown v. Board of Education (1954):	
	Montgomery Bus Boycott (1955):	
	sit-ins (early 1960s):	
	freedom rides (1961):	
	Civil Rights Act of 1964:	
	Voting Rights Act of 1965:	

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

Civil Rights: Before and After Chart—Teacher Guide

Directions: Using your textbook and other available resources, describe each of the six events of the Civil Rights movement found in the second column of the chart. In the first column, describe the problem that led to the event; in the third column, describe what improvements were brought about by the event.

The Problem (Before)	Events of the Civil Rights Movement	The Improvement (After)
required to attend segregated schools	Brown v. Board of Education (1954): might include problems in Topeka, Thurgood Marshall and NAACP, Supreme Court decision, problems at Little Rock high school	schools forced to integrate
required to sit in the back of the bus	Montgomery Bus Boycott (1955): might include Rosa Parks, leadership of Dr. King, effective boycott, Supreme Court decision	no longer had segregated seats on buses
required segregation at restaurants	sit–ins (early 1960s): might include Greensboro (1960), leadership of CORE	integrated restaurants
required segregation at bus and train stations	freedom rides (1961): might include information on participants, description of violence, leadership of CORE	integration at bus and train stations
faced discriminating hiring practices and segregation in public places	Civil Rights Act of 1964: might include the leadership of President Johnson, March on Washington	made it illegal for employers to discriminate. Ended segregation in public places
required to pass literary tests in order to vote	Voting Rights Act of 1965: might include the leadership of President Johnson, events in Selma, Alabama	easy to register to vote

Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

Martin Luther King, Jr.: "I Have a Dream"

Directions: In 1963, Martin Luther King, Jr., spoke to more than 200,000 people at the Lincoln Memorial in Washington, DC. Read the following excerpt from that speech and write a single sentence summary that explains King's vision for the future relations between the races in America.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self–evident; that all men are created equal.'

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

From Mortimer J. Adler, Charles Van Doren, and George Ducas, eds., The Negro in American History: Black Americans 1928–1968 (Chicago: Encyclopedia Britannica Educational Corporation, 1969), p. 175.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

Malcolm X: An Alternate Dream

Directions: In his autobiography, Malcolm X described his observations of American society. Read the following excerpt and write a single sentence summary of his view of the relations between the races in America.

> *Is white America really sorry for her crimes against the black people? Does white America have the capacity to repent—and to atone? Does the capacity to repent, to atone, exist in a majority, in one-half, in even one-third of American white society? Many black men, the victims—in fact most black men—would like to be able to forgive, to forget, the crimes.*
>
> *But most American white people seem not to have it in them to make any serious atonement—to do justice to the black man.*
>
> *Indeed, how* ***can*** *white society atone for enslaving, for raping, for unmanning, for otherwise brutalizing* ***millions*** *of human beings, for centuries? What atonement would the God of Justice demand for the robbery of the black people's labor, their lives, their true identities, their culture, their history—and even their human dignity?*
>
> *A desegregated cup of coffee, a theater, public toilets—the whole range of hypocritical 'integration'—these are not atonement.*

From Malcolm X with the assistance of Alex Haley,
The Autobiography of Malcolm X (New York: Grove Press,
Inc., 1964), p. 370.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

Black Panther Party: An Alternate Dream

Directions: In the late 1960s, the Black Panther party advocated "black power." Read the following excerpts from their party platform (1966) and write a single sentence summary that explains the vision of the Black Panthers for the future relations between the races in America.

WHAT WE WANT

1. *We want freedom. We want power to determine the destiny of our black community.*
2. *We want full employment for our people.*
3. *We want an end to the robbery by the white man of our black community.*
4. *We want decent housing, fit for shelter of human beings.*
5. *We want education for our people that exposes the true nature of this decadent American society....*
6. *We want all black men to be exempt from military service.*
7. *We want an immediate end to police brutality and murder of black people.*
8. *We want freedom for all black men held in federal, state, county and city prisons and jails.*
9. *We want all black people when brought to trial be tried in court by a jury of their peer group or people from their black communities, as defined by the Constitution of the United States.*
10. *We want land, bread, housing, education, clothing, justice and peace. And as our major political objective, a United Nations–supervised [vote] to be held throughout the black colony in which only black colonial subjects will be allowed to participate, for the purpose of determining the will of black people as to their national destiny.*

From Jacqueline Johnson, Stokely Carmichael: The Story of Black Power (Englewood Cliffs, NJ: Silver Burdett Press, 1990), p. 113.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

The Unfulfilled Dream

Directions: In 1983, President of the National Urban League John E. Jacob evaluated the progress made by the Civil Rights movement. Read the following excerpt and make a list from it of problems still faced by African Americans.

BLACK PEOPLE are in trouble today.

America is in trouble today.

Look at what has happened in America in the past three years: Five million more people are poor. A third of all blacks are poor. Half of all black children are growing up in poverty. The black infant mortality rate in the United States is worse than the national rate of Bulgaria—that's right, Bulgaria!

This is an America in which a black child born today has a fifty percent chance of growing up underprivileged, undereducated, and underemployed.

We read about an economic recovery in the newspapers. Where is it? It's the best- kept secret in history for black people. In this so-called economic recovery the official black unemployment rate is frozen at more than twenty percent. A third of blacks who want work can't find it. Two out of three black teenagers who want to work are unemployed.

Hunger and want stalk this land. Hundreds of thousands of homeless people search for shelter and for a scrap of food. Here in New Orleans the number of people in need of emergency food aid doubled last year. In Detroit, 50,000 people a month exist on surplus cheese handouts.

A lot of very nice people are upset about famine in Ethiopia, about refugees in Afghanistan, about suppression of workers in Poland. They're worried about the arms race. They're concerned about war in El Salvador.

But where is the concern about suffering right here in the U.S.A.? What about the millions of Americans, black and white, who go to bed hungry and thank the Lord for having a roof over their heads, knowing full well how many don't even have that.

Where is the concern for the millions of poor children, who face a bleak future, condemned to lives of desperation?

Where is the concern about the dangerous drift toward a divided nation, one part largely white and employed, the other largely minority and poor?

We ask these questions because the future of black Americans is at stake.

From Milton Meltzer, The Black Americans: A History In Their Own Words (New York: Thomas Y. Crowell, 1984), pp. 285–286.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 3: In what ways did the Civil Rights movement change the lives of African Americans?

Civil Rights: Your Dream For The Future

You have read the visions and observations of several African American leaders of the Civil Rights movement. They speak both of the movement's successes and failures. Now you have been asked to speak on the steps of the Lincoln Memorial. Your task is to tell your dream of the future of civil rights in the United States to hundreds of thousands of people. Follow the steps below to help organize that speech.

Problems	Importance	Solution
1.		
2.		
3.		

Step 1: Choose what you believe to be the three most important problems facing African Americans and describe these problems in column one.

Step 2: Explain why each of these problems is important to African Americans and to the United States as a whole.

Step 3: Suggest at least one solution for each of these problems. These suggestions must be creative but realistic.

Step 4: Now you are ready to write your speech and deliver it in Washington, DC.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 4: How and why did the Vietnam War divide Americans?

Objectives: The student should be able to

1. understand the origins and major events of the Vietnam War.
2. understand key issues that divided Americans during the war.
3. use information from primary and secondary resources to create political cartoons.

Description of lesson/activity:

1. The teacher should provide background on the Vietnam War, referring to Question/Problem 1.
2. Teachers should provide students with a brief outline of the major events of the Vietnam War. These might include but need not be limited to:

1954	fall of French Indo–China; Geneva Conference
1955–63	United States aid and military advisors sent by Presidents Eisenhower and Kennedy
1964	Gulf of Tonkin Resolution
1965	President Johnson sends combat troops
1965	United States bombing of North Vietnam
1968	Tet Offensive by Viet Cong; President Johnson's decision not to run for a second term
1969	President Nixon begins troop withdrawals and secret bombing of Laos and Cambodia
1970	President Nixon sends troops to Cambodia
1971	Pentagon papers case
1972	Peace talks between United States and North Vietnam
1972	Christmas bombing of North Vietnam
1973	Withdrawal of U.S. troops completed
1975	South Vietnam falls to North Vietnam

3. Students should learn about the most controversial and longest war in American history through an investigation of seven of the most divisive issues of that war. The teacher should distribute the accompanying "Divisive Issues" chart. As individuals or in groups, students should gather information from the seven accompanying "Divisive Issue" readings to complete the chart. The teacher may wish to evaluate the research of the students paying particular attention to column three which asks students how each issue divided the country.

4. The culminating activity for this assignment requires students to create political cartoons based on their knowledge of these issues. Students should select three of the issues from the chart, draw a political cartoon for each which shows how it divided the nation, and write a brief explanation of the message portrayed in each cartoon. The teacher may wish to create a bulletin board of political cartoons which best describe the divisive nature of the Vietnam War. An assignment handout ("Divisive Issues Political Cartoons") and a "Divisive Issues Political Cartoon: Assessment Criteria" accompany this lesson.

Resources:

Many text, filmstrip, and videotape resources exist for this unit that are accessible to eighth graders. Teachers may also wish to consider using the following:

1. Young adult novels about the war. One that deals specifically with the divisions in American society is The Best of Friends by Margaret I. Rostkowski. New York: Harper and Row, 1989.

2. Music about the war. Refer to an article entitled "The Images of Vietnam: A Popular Music Approach" by George W. Chilcoat in the October 1985 issue of Social Education, pp. 601–603.

3. Another interesting resource is the article "What Should We Tell Our Children About Vietnam" by Bill McCloud, in the May/June 1988 issue of American Heritage. McCloud, a junior high teacher, asked leaders of the '60s and '70s to respond to that question, and the article is a compilation of their answers.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 4: How and why did the Vietnam War divide Americans?

Divisive Issues Chart

Directions: Use the "Divisive Issue" readings and other available resources to fill in the following chart.

The Issue	Describe the issue	Explain how the issue divided the country
The Draft		
Pentagon Papers		
Kent State		
Undeclared War		
Escalation		
Napalm		
My Lai		

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 4: How and why did the Vietnam War divide Americans?
Divisive Issue: The Draft

The following excerpt describes how men could be drafted into the armed forces during the war:

Nothing occupied the minds of young people more during the Vietnam era than did the draft. If a 19–year–old was about to be drafted, he found himself unable to get a job. He could not borrow money or do many of the things adults can do. College students, high school graduates, and dropouts found ways to avoid the draft. Not everyone avoided it, however, or even tried. A small town in rural upper Michigan had 11 boys in a high school graduating class who all joined the military in the same year. Every one of these boys was killed later in Vietnam.

Draft boards, made up of local people, could determine how many local men were sent off. For example, Texas had 7 percent of the U.S. population and 4 percent of those in the military. Michigan had 4 percent of the population but 7 percent of those in the armed forces.

U.S. troop strength in Vietnam reached its peak in the spring of 1969. One year later, draft laws were changed. A national lottery system was created. The federal government said a lottery would make the draft more fair. Officials hoped it might stem the tide of young men who dodged the draft. The government also believed that making the draft less controversial would decrease opposition to the war.

Here is how the new system worked: All potential draftees were assigned a number drawn by chance. That number was based on their date of birth. For example, all 19–year– olds with a birthday of January 4 could be in the 193rd group to be called up that year. Those men with birthdates matched to numbers 250 through 365 did not have to worry much about being called. This did not make the draft more fair; some people could still receive deferments. But it made the draft ***appear*** *to be fair.*

From David K. Wright, War in Vietnam: Book IV–Fall of Vietnam (Chicago: Children's Press, 1989), pp. 32–34.

In the following excerpt from 1967, a professor of religion at Stanford University explains why he will aid young men to avoid being drafted:

I teach. I spend my professional life with American youth of draft age. And while I will not use the classroom for such purposes, I will make clear that from now on my concerns about Vietnam will be explicitly focused on counseling, aiding and abetting all students who declare that out of moral conviction they will not fight in Vietnam.

I will 'counsel, aid and abet' such students to find whatever level of moral protest is consonant with their consciences, and when for them this means refusing service in the armed forces, I will support them in that stand. In doing so, I am committing a Federal offense, for the Military Selective Service Act of 1967 specifically states that anyone who 'knowingly counsels, aids or abets another to refuse or evade registration or service in the armed forces' opens himself to the same penalties as are visited upon the one he so counsels, aids and abets, namely up to five years in jail or up to $10,000 in fines, or both.

I will continue to do this until I am arrested. As long as I am not arrested, I will do it with increasing intensity, for I am no longer willing that 18– or 19–year old boys should pay with their lives for the initially bumbling but now deliberate folly of our national leaders. Nor am I willing to support them in action that may lead them to jail, from a safe preserve of legal inviolability for myself. I must run the same risks as they, and therefore I break the law on their behalf, so that if they are arrested, I too must be arrested.

From The Annals of America, vol. 18 (Chicago: Encyclopedia Britannica, Inc., 1968), pp. 557–558.

Unit XI: Leader of the Free World: 1945-1975

Question/Problem 4: How and Why did the Vietnam War divide Americans?

Divisive Issue: Pentagon Papers

Directions: Locate a reading that describes the release of the "Pentagon Papers" in 1971. The passages found on pages 96-97 in Vietnam: A War on Two Fronts (New York: Lodestar Books, 1990) by Sidney Lens are appropriate to use. *(Permission to reprint passages not granted.)*

Daniel Ellsberg gave an interview with Look magazine in which he explained his action:

[Interviewer]: *If you want someone reading this to take a single lesson away from the Pentagon papers, what would you say he should get out of them?*

[Ellsberg]: *I will say this: Everybody knows the slogan 'Power corrupts.' But have we believed it? For Americans? We've really paid very little attention to the possibility that something like absolute power for the President of the United States could be enormously corrupting.*

Do you realize that there's not a hint in any piece of legislation, to my knowledge, that says the President does not have the legal constitutional right tomorrow to send out all the nuclear forces of the United States to explode their weapons in pursuit of our national interests? There is no limitation that he has to consult Congress or the courts or the public or the press before he does that. Nobody else in the history of the world has had that degree of power. It's a very corrupting thought....

[Interviewer]: *Do you want these men who were attracted to power, the Bundys, the Rostows, the McNamaras, punished?*

[Ellsberg]: *The punishment I want for them is that which I have had to suffer. I want them to be compelled to read every page of the 7,000 pages of the Pentagon documents, to see their own decisions laid end to end in the context of all the other decisions made during that period.*

Beyond that, I would like them exposed, as I was, to the human physical impact of their decisions on the people of Indochina. I would like them to know what happened as a result of the bombing. I want them to see the footage that never got on television of the wounded children, of the defoliation, of the refugee camps, of the impact of this war on Indochina. And then I want them to decide for themselves what they ought to do.

From The Annals of America, vol. 19 (Chicago: Encyclopedia Britannica, Inc., Chicago), pp. 235–236.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 4: How and why did the Vietnam War divide Americans?

Divisive Issue: Kent State

The following excerpt describes an incident at Kent State University in 1970:

> *The storm of protest created by the invasion of Cambodia dwarfed previous outcries against the Vietnam War. Public indignation was heard loudest on the nation's campuses. From one coast to another, students took to the streets, blocking traffic, starting bonfires, and smashing the windows of federal buildings. Student anger might have subsided had not a tragic drama unfolded on the campus of Kent State University in Ohio on May 4, 1970. A crowd of five or six hundred students was demonstrating against the war. After the Reserve Officers Training Corps (ROTC) building was set afire, the governor of Ohio called out the National Guard. Students threw rocks and paving stones at the soldiers. Suddenly there was a crack of rifle fire. To the horror of the students who had collected, four of their number lay dead on the ground and nine lay wounded.*
>
> *News of the student deaths spread across the United States as fast as radio and television could carry it. Within hours, angry students all around the nation had begun to demonstrate. The newspaper editors of the major eastern colleges and universities met and agreed to run a common editorial calling upon 'the entire academic community of this country to engage in a nationwide university strike to protest widening U.S. participation in the war in southeastern Asia.'*

From E.B. Fincher, The Vietnam War (New York: Franklin Watts, 1980), pp. 52–54.

The following excerpt is taken from the "Report of the President's Commission on Campus Unrest" which investigated the incident on Kent State campus:

The May 4 rally began as a peaceful assembly on the Commons—the traditional site of student assemblies. Even if the Guard had authority to prohibit a peaceful gathering—a question that is at least debatable—the decision to disperse the noon rally was a serious error. The timing and manner of the dispersal were disastrous. Many students were legitimately in the area as they went to and from class. The rally was held during the crowded noontime luncheon period. The rally was peaceful, and there was no apparent impending violence. Only when the Guard attempted to disperse the rally did some students react violently.

Under these circumstances, the Guard's decision to march through the crowd for hundreds of yards up and down a hill was highly questionable. The crowd simply swirled around them and reformed again after they had passed....

Even if the guardsmen faced danger, it was not a danger that called for lethal force. The 61 shots by 28 guardsmen certainly cannot be justified. Apparently, no order to fire was given, and there was inadequate fire control discipline on Blanket Hill. The Kent State tragedy must mark the last time that, as a matter of course, loaded rifles are issued to guardsmen confronting student demonstrators.

From The Annals of America, vol. 19, pp. 133–134.

Unit XI: Leader of the Free World: 1945-1975

Question/Problem 4: How and Why did the Vietnam War divide Americans?

Divisive Issue: Undeclared War

Directions: Locate a reading describing how Congress came to pass the Gulf of Tonkin Resolution in 1964. One such passage can be found on pages 84-85 in America and Vietnam: The Elephant and the Tiger (New York: Viking, 1992) by Albert Marrin. *(Permission to reprint passage not granted.)*

In an open letter to Congress, this father of a Marine who had died in Vietnam complained of Congressional inaction:

> *WE WISH TO EXPRESS our sincere thanks to the Congress of the United States for their continuing inactivity in regard to their Constitutional responsibilities regarding the Vietnam war.*
>
> *Because of your inactivity towards stopping our participation in this useless and senseless war, we have lost our only son, and only child, to a Vietnam contracted disease.*
>
> *In fact, because I am an only son of an only son, the senseless death of our son will eliminate our family name for all time.*
>
> *Yes, we know we are not the only ones who have lost a loved one in this nonsensical war—and that makes it even more senseless.*
>
> *How, Gentlemen, can you justify the loss of over 45,000 young American boys' lives in that hell–on–earth for what we have gotten in return, or ever hope to get in return? In fact, Gentlemen, how can you possibly sleep at night when you know that you have been able all along to stop this useless slaughter, if by no other means, than to stop the flow of money to the Armed Forces.*
>
> *If I understand our Constitution correctly,* **no** *President of the United States has the right to commit anywhere near the number of troops being used in Vietnam combat, on foreign soil, without first obtaining the full sanction of the U.S. Congress. Yet you have stood by and let three successive Presidents do just exactly that.*
>
> *And, Gentlemen, for every week you continue to sit on your hands, another 200– 300 or more American boys die over there— and for what?*

From The Annals of America, vol. 19, pp. 84–85.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 4: How and why did the Vietnam War divide Americans?

Divisive Issue: Escalation

The following excerpt defines "escalation" and explains how it worked during the Vietnam War:

When two sides in a conflict respond to each other's actions with greater and greater force, the process is known as escalation. Like the steps of an escalator, the number of soldiers rises higher and higher, and the number of battles, injuries, and deaths goes up with it. This is what happened in Vietnam. The Vietcong and the United States began to fight each other with more and more soldiers and firepower.

When the number of attacks onU.S. servicemen increased in 1964, President Johnson decided to begin bombing North Vietnam, which helped the Vietcong with weapons and supplies. The bombing, in turn, led the Vietcong to attack more American troops. The U.S. responded by sending more troops to Vietnam. From December 1964 to June 1965, the number of American ground forces in Vietnam more than tripled, from 23,500 to 75,000.

From Harry Nickelson, Vietnam (San Diego, CA: Lucent Books, 1989), pp. 37–38.

In 1968 Senator Robert Kennedy described the failures of escalation:

The reversals of the last several months have led our military to ask for 206,000 more troops. This weekend, it was announced that some of them—a 'moderate' increase, it was said—would soon be sent. But isn't this exactly what we have always done in the past? If we examine the history of this conflict, we find the dismal story repeated time after time. Every time—at every crisis—we have denied that anything was wrong; sent more troops; and issued more confident communiqués. Every time, we have been assured that this one last step would bring victory. And every time, the predictions and promises have failed and been forgotten, and the demand has been made again for just one more step up the ladder.

But all the escalations, all the last steps, have brought us no closer to success than we were before. Rather, as the scale of the fighting has increased, South Vietnamese society has become less and less capable of organizing or defending itself, and we have more and more assumed the whole burden of the war.

And once again, the President tells us, as we have been told for twenty years, that 'we are going to win;' 'victory' is coming.

But what are the true facts? What is our present situation?

From Diane Ravitch ed., The American Reader: Words That Moved A Nation (New York: Harper Collins Publishers, 1990), pp. 344–345.

Unit XI: Leader of the Free World: 1945-1975

Question/Problem 4: How and Why did the Vietnam War divide Americans?

Divisive Issue: Napalm

Directions: Locate passages describing the use of napalm as a weapon during the Vietnam War. Two such passages can be found in the following sources: American and Vietnam: The Elephant and the Tiger by Albert Marrin (New York: Viking, 1992), pp. 141-143; Vietnam: A War on Two Fronts by Sidney Lens (New York: Lodestar Books, 1990) p. 46. ***(Permission to reprint passages not granted.)***

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 4: How and why did the Vietnam War divide Americans?

Divisive Issue: My Lai

The following excerpt describes an incident in a village in Vietnam and its aftermath:

...on March 16, 1968, a terrible event had taken place in a Vietnamese village named My Lai (pronounced Me Lie).

At 7 a.m., helicopters dropped about two hundred American soldiers into the area around My Lai. Before leaving their base, the soldiers had been told by other officers that My Lai was a Viet Cong stronghold. They were to wipe out everyone they found, because, as one soldier recalled later, 'those people that were in the village—the women, the kids, the old men—were VC.'

The soldiers needed no urging. Not long before, a popular sergeant in the unit had been killed by a Viet Cong booby trap. The men wanted revenge, and when they moved into the village, they showed no mercy.

They began by setting fire to the village huts and raping some of the women and girls. Before long, the men lost all control and started to fire wildly at anything that moved, even the cattle, pigs, and chickens. A large group of villagers were herded into a ditch and raked by machine guns. When one soldier refused to fire, his commanding officer, Lieutenant William Calley, threatened to report him for disobeying an officer's order.

The official report of the action described My Lai as a military victory, with 128 Viet Cong added to the body count. The task-force commander called the mission 'well planned, well executed, and successful.' Many higher officers knew the real story, but ignored it.

Some of the soldiers who were at My Lai were disturbed by what happened and told others about it. One soldier, who was appalled by what he heard, sent letters to the army and Congress asking for an investigation. But nothing happened until November 1969, when reporter Seymour Hersh broke the story. Dozens of American newspapers printed Hersh's article.

Life magazine obtained photographs of the slaughter from a soldier who had been on the scene. The piled-up bodies of the villagers appeared in full color in one of the country's leading magazines. The American public was stunned. My Lai caused a national soul-searching on the whole question of what we were doing in Vietnam--and what Vietnam was doing to us. The mother of one of the soldiers at My Lai said, 'I sent them a good boy, and they made him a murderer.'

Three officers and a sergeant who led the troops at My Lai were accused of atrocities, or crimes against civilians. But only Lieutenant William Calley was convicted--in his case, of killing twenty-two people, including babies. Calley's testimony that the My Lai operation was 'no big deal' added to Americans' horror and digust. However, because Calley's superior officers were not punished, many people felt he was a scapegoat who took the blame for a complete breakdown in army discipline.

A military court sentenced Calley to life imprisonment, but the secretary of the army reduced that to ten years. Calley was paroled after serving three years under house arrest at a military base.

From Dorothy and Thomas Hoobler, Vietnam: Why We Fought (New York: Alfred A. Knopf), pp. 154-155.

Unit XI: Leader of the Free World: 1945-1975

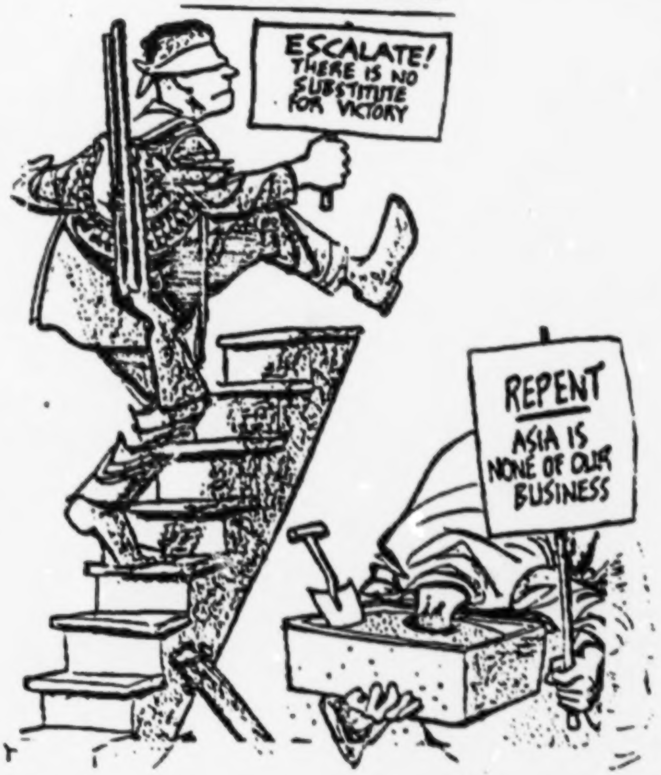
Question/Problem 4: How and why did the Vietnam War divide Americans?

Divisive Issues: Political Cartoons

The Vietnam War was characterized by issues which deeply divided America.

1. After reading the Divisive Issues readings and filling in your Divisive Issues chart, choose **three** divisive issues to represent in political cartoons. Each of the cartoons should portray how the issue divided the nation.
2. The criteria for each of the three cartoons are:
   - a. each cartoon **clearly** indicates **how the issue divided the nation**
   - b. each cartoon has a **brief**, but **clear explanation** of the **message** protrayed by the cartoon
   - c. each cartoon uses appropriate and clear **symbols**
   - d. each cartoon is neat, of "final copy" quality, and shows effort on your part

THE STRATEGISTS


ESCALATE! THERE IS NO SUBSTITUTE FOR VICTORY
REPENT ASIA IS NONE OF OUR BUSINESS

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 4: How and why did the Vietnam War divide Americans?

Divisive Issues Political Cartoons: Assessment Criteria

Divisive Issues: Each of the three political cartoons clearly indicates how the issue chosen divided the nation.	The three cartoons each clearly show an issue.	5______
	All three cartoons show an issue, but not clearly.	4______
	At least two cartoons show an issue adequately.	3______
	At least one cartoon show an issue adequately.	2______
	The cartoons do not show divisive issues.	1______
Meaning: The meanings of all three political cartoons are explained in a brief, but clear explanation.	The meanings are clearly explained for each one.	5______
	The meanings are explained, but not clearly for all.	4______
	The meanings of at least two are clearly explained.	3______
	The meaning of one cartoon is clearly explained.	2______
	None of the meanings of the cartoons are explained.	1______
Symbols: The symbols used in the cartoons clearly stand for what the author intended.	All of the symbols chosen are clear.	4______
	Most of the symbols are clear.	3______
	Some of the symbols are clear, many are not.	2______
	The symbols chosen for the cartoons are unclear.	1______
Neatness:: Each cartoon is "final copy" quality and shows effort.	The cartoons are neatly drawn.	3______
	The cartoons are fairly neat.	2______
	The cartoons appear to be messy.	1______

17-15 = Excellent
14-13 = Good
12-11 = Satisfactory
10- 9 = Needs Improvement
8 - 4 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 5: Rate the presidencies of Kennedy, Johnson, and Nixon.

Objectives: The students will be able to

1. describe the major events of the administrations of Presidents Kennedy, Johnson, and Nixon.
2. explain the effects of the demise of three presidencies in a row.
3. gather information and share it with other classmates.
4. evaluate information and draw conclusions about three presidential administrations and their contributions.

Description of lesson/activity:

1. This question/problem reviews the administrations of three Presidents who had great promise but whose presidencies ended disastrously. A common thread that runs through the period 1960–1974 is American involvement in the Vietnam War, but this question/problem focuses on putting together all of the major aspects of these terms of office.
2. The teacher will organize the class into base groups of three. Each student in the group will be assigned research on one of the three Presidents using the accompanying "Researching a President" worksheets.
3. Using textbook, encyclopedia, biographies, and/or other resources, students should gather information on the President assigned. Students working on the same President may work together at the discretion of the teacher; approximately one class period should be set aside for this research.
4. Students should prepare to teach/share the information they gathered with the other two members of their base group. As they prepare they should complete the section of the accompanying "Presidents Chart" that applies to the President they had researched.
5. Returning to the base groups, each student should in turn share information with the other two students and complete the "Presidents Chart" worksheet.
6. The teacher should then assign an essay on rating the Presidents using these directions:

Presidents are constantly evaluated, both by the public during their administrations and by historians afterwards. Your assignment is to rate the presidencies of John F. Kennedy, Lyndon B. Johnson, and Richard M. Nixon based on the research your base group has done.

- Choose the presidency you feel was best and support your opinion with three reasons justified by examples.
- Choose the presidency you feel was worst and support your opinion with three reasons justified by examples.
- See the "Essay on Presidents: Assessment Criteria" for more details.

7. Teachers may require the use of criteria such as foreign policy, domestic policy, impact on history, etc. in order to add additional focus to the essay. Teachers may alternatively require students to rank all three Presidents, using their research to justify their choices. Many answers to this essay are potentially correct; students should be evaluated on their use of information to justify their choices; see the assessment criteria.

8. As a concluding activity, the teacher should lead a class discussion about the effects of Kennedy's assassination, Johnson's decision not to seek a second term in the face of mounting opposition to the Vietnam War, and Nixon's resignation because of the pressure of the Watergate scandal. The teacher should lead students to the understanding of this point made by historian Richard B. Bernstein in his book, The Presidency:

> Richard Nixon's resignation, on August 9, 1974, marked the end of an era in the history of the Presidency. From the end of the Second World War to the assassination of President John F. Kennedy, the American people had tended to believe that the government was telling them the truth, automatically assuming that the President knew best and that his decisions about policy should not be doubted. The questions raised by President Kennedy's murder, the public disenchantment with the Vietnam Conflict, and the Watergate scandal shattered public confidence in government. These crises also seemed to indicate that one of the greatest problems facing the nation was an "imperial Presidency" that had to be brought back under control to preserve the Constitution.

Resources:

Many biographies and other resources contain excellent information about the Presidents studied. Students may find especially useful:

1. Bernstein, Richard B. and Jerome Agel. The Presidency. (New York: Walker and 1989. This book has been integrated with two companion books on Congress and the Supreme Court into a single, revised, and updated volume by the same authors: Of the People, By the People, For the People:The Congress, the Presidency, and the Supreme Court in American History (New York: Wings Books, 1993).

2. Chelsea House Publishers, in their World Leaders Past and Present series, include biographies of Presidents Kennedy, Johnson, and Nixon.

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 5: Rate the presidencies of Kennedy, Johnson, and Nixon.

Researching a President: John F. Kennedy

Directions: Use textbooks, encyclopedias, and other available resources to research each of these important actions during the presidency of John F. Kennedy (1961–1963).

Peace Corps

Bay of Pigs

Berlin Wall

Cuban Missile Crisis

Civil Rights Policy

Advisors to Vietnam

Alliance for Progress

Assassination

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 5: Rate the presidencies of Kennedy, Johnson, and Nixon.

Researching a President: Lyndon B. Johnson

Directions: Use textbooks, encyclopedias, and other available resources to research each of these important actions during the presidency of Lyndon B. Johnson (1963–1969).

Civil Rights Policy

Gulf of Tonkin Resolution

Department of Housing and Urban Development

Escalation of Vietnam War

Medicare/Medicaid

Economic Opportunity Act

National Endowment for the Arts

Refusal to run for second term

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 5: Rate the presidencies of Kennedy, Johnson, and Nixon.

Researching a President: Richard M. Nixon

Directions: Use textbooks, encyclopedias and other available resources to research each of these important actions during the presidency of Richard M. Nixon (1969–1974).

Civil Rights Policy

Detente with Soviet Union

Environmental Protection Agency

Opened relations with China

Shuttle Diplomacy in Middle East

Invasion of Cambodia

Troops out of Vietnam

Watergate scandal and resignation

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 5: Rate the presidencies of Kennedy, Johnson, and Nixon.

Presidents Chart

Directions: Use this chart to record information gathered by your group about the important events during the presidencies of each of the Presidents listed below.

President	Events During Presidency
John F. Kennedy	
Lyndon B. Johnson	
Richard M. Nixon	

Unit XI: Leader of the Free World: 1945–1975

Question/Problem 5: Rate the presidencies of Kennedy, Johnson, and Nixon.

Essay on the Presidents: Assessment Criteria

Reasons: Three acurate reasons given to demonstrate why a president was selected as best, three accurate reasons given to demonstrate why a president was selected as worst.	Six strong, thoughtful, and insightful reasons given.	5______
	Six adequate reasons given.	4______
	Five adequate reasons given.	3______
	Three or four adequate reasons given.	2______
	Two or fewer adequate reasons given to support selection.	1______
Information: Facts, details, and examples are used to support each of the reasons for selecting a president as best or worst.	Variety of accurate facts, details, and examples.	5______
	Sufficient amount of material used to support reasons.	4______
	Small amount of supporting information is included.	3______
	Little and/or inaccurate information included.	2______
	No supporting information is included.	1______
Organization: Essay clearly included an opening paragraph, an organized body of information, and a conclusion.	Essay had definite beginning, middle, and end.	3______
	There is an attempt to organize.	2______
	No organization, lacking proper structure.	1______
Writing style: Essay is readable with varied sentence structure.	Clear and readable writing style.	2______
	Some parts of essay are not clear.	1______
Grammar, mechanics, spelling. Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	2______
	Some weaknesses and errors.	1______

17-16 = Excellent
15-14 = Good
13-12 = Satisfactory
11-10 = Needs Improvement
9 - 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit XII: A Nation in Quandary: 1975—

Content and Understandings:

1. Government and society respond to major public problems in diverse ways.
2. America's strength lies in its ability to strike a balance between the forces of unity and diversity.
3. The United States is interconnected to the rest of the world in economic, social, political and geographic ways.

Teacher's Rationale for the Unit:

The period from 1975 to the present is an exciting one to teach since our students have lived part of it. However, that proximity in time makes it a difficult period to analyze. The activities in this unit are designed to give students an awareness of some of the numerous issues that surround them and that may become a challenge to them in the future.

We have focused around three basic themes— the interconnectedness of the United States to the rest of the world, the question of striking a balance between the unifying and diversifying factors that exist in our society, and the means of addressing public problems. These lessons are all important to the understanding of this period; however, they may be taught in random order. It is important to remember that this will be a time in the academic year when resources might be limited and student energy might be waning. Therefore, we suggest that the teacher gather resource materials ahead of time and choose the order of the lessons based on the interests of the students. Also, one might want to think about using the wide variety of audio–visual materials that are available for this period. And, do not overlook the primary resource of parents and grandparents.

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- Question/Problem 3: How is the United States interconnected to the world?

Unit XII: A Nation in Quandary: 1975—

Question/Problem 1: What have been the governmental and societal responses to major public problems since 1975?

Objectives: The students will be able to:

1. describe various policies used to address a public problem.
2. experience the roles citizens can play in the policy process as legislators, advocates, and administrators.
3. define a public problem.
4. gather information regarding the problem from a variety of resources.
5. compare the way different administrations addressed problems.
6. develop policies to address the problem.
7. defend their policies.

Description of lesson/activity:

1. The period since 1975 has witnessed an explosion of public policy concerns. During this period, federal, state, and local governments have attempted to deal with these concerns in different ways. The teacher will need to provide students with resources that will provide the historical background and current policy responses to public problems used in this lesson.

   Examples of public problems include but are not limited to:

   - energy dependence
   - industrial pollution
   - waste disposal
   - greenhouse effect
   - homelessness
   - lack of affordable housing
   - substance abuse
   - unemployment
   - racial discrimination
   - gender discrimination
   - lack of affordable health care
   - domestic violence
   - AIDS
   - gun control

2. The teacher should define "policy" as a course of action to solve a problem. "Public policy" is the way a public institution (like a government) seeks to solve a public problem (i.e., a problem that involves individuals as members of civil society). That policy should involve other public institutions and a role for the citizenry. An "issue" is a disagreement between two or more sides over how to define or deal with a problem. Have students distinguish: (1) problems and issues; (2) public and private problems; and (3) governmental and nongovernmental.

3. Divide the class into groups of three students and assign a public problem from the above list or elsewhere.

4. Students will first define the assigned problem in forty words or less. In limiting the length of their definition, students should be concise.

5. Students will research the historical background of the problem. On this chart they will compare the policy approaches of different levels of government and historical periods in dealing with problems. Students should use the Crossroads Resource, "Historical Background" to gather information.

6. Students will decide upon three policy alternatives to deal with the problem giving both advantages and disadvantages of each alternative. Students need to know that there are a range of policy options to government to deal with or address problems like the one they have been assigned. For example, government can help fund others to solve their own problems. It can make laws regulating certain kinds of actions. Government can provide services directly to those in need. It can be a coalition builder, stay out of the problem altogether, or stimulate the private sector to respond. Students can brainstorm these and other options.

7. After the discussion on options, have groups complete the "Alternative Policies for the Problem" Crossroads Resource. They need to choose three viable alternatives to deal with the assigned problem. ("Viable" means that the option must be both feasible and sizable.) At least one alternative should include a role for individuals or the citizenry at large. For each alternative, groups need to identify advantages and disadvantages.

8. Groups will display each resource sheet individually on poster board, construction paper, oaktag, etc. Each page of the display should also include any newspaper headlines, cartoons, photos, etc. that illustrate that section of the display. Sheets should be taped together to form a triptych (a freestanding, hinged, three-panel display) to be used in their oral presentation and for display in the classroom. (See following illustration.)

Our	**Problem**	**Is........**
definition	historical background	alternative policies

9. Students will orally present their findings to the class using the triptych. The time devoted to class discussion is left to the teacher. The accompanying "Public Oral Presentation Assessment Criteria" may be used to evaluate either group presentations individual participation.

10. This lesson can be taken one step further by having students defend and debate alternative recommendations for a public policy to deal with the issue. This may be done as a group or individual activity.

    Alternatively or as a next step, students can develop a strategy for convincing the public or a government to adopt a policy alternative. Their strategy would include at least three tactics such as letter writing, lobbying legislators, organizing supporters, holding public events, filing law suits, etc.

This activity is adapted from The Center for Civic Education, *The American Youth Citizenship Competition* (Calabasas, CA: Center for Civic Education, 1993), p. 29.

Unit XII: A Nation in Quandary: 1975--

Question/Problem 1: What have been governmental and societal responses to major public problems since 1975?

Historical background: For each period since 1975, what have been the major actions (policies) taken by governments (federal, state, local) and other actors to deal with the problem?

As you gather information, fill in the chart:

Our Problem ________________________

Describe each policy including:	Ford Administration 1974 – 1977	Carter Administration 1977 – 1981	Reagan Administration 1981 – 1989	Bush Administration 1989 – 1993	Clinton Administration 1993 –
name of program(s) or act(s)					
level(s) of government					
branch(es) of government					
funding (if any)					
effect(s) of program(s) or act(s)					
identify other involved actors and their actions					

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Unit XII: A Nation in Quandary: 1975—

Question/Problem 1: What have been governmental and societal responses to major public problems since 1975?

Alternative Policies for the Problem

As a group select three viable policies for dealing with your problem. For each policy be sure to include historical background when necessary. Identify involved actors. Also give the advantages and disadvantages for each selection. You can change or combine both old and new policies to form new ones.

OUR PROBLEM:____________________________________

ALTERNATIVE #1:__________________________________

ADVANTAGES:

DISADVANTAGES:

ALTERNATIVE #2:__________________________________

ADVANTAGES:

DISADVANTAGES:

ALTERNATIVE #3:__________________________________

ADVANTAGES:

DISADVANTAGES:

Unit XII: A Nation in Quandary: 1975—

Question/Problem 1: What have been governmental and societal responses to major public problems since 1975?

Public Problems Oral Presentation Assessment Criteria

Knowledge: Presentation includes clear definition of the problem, accurate historical background of the problem, and three viable alternative policies to solve problem.	Excellent information, clear explanation.	5____
	Good information, good explantion.	4____
	Satisfactory information and explanation.	3____
	Fair information, little explanation.	2____
	Demonstrates little knowledge of topic.	1____
Student Product: Triptych is accurate, complete, neat, imaginative, and includes all of the information described above.	Excellent student product.	5____
	Good student product.	4____
	Product is correct and shows some effort.	3____
	Product is correct but shows little effort.	2____
	Product is incorrect or shows no effort.	1____
Organization: Presentation includes introduction, information linked in a clear way, and a summary or conclusion. Triptych is included as part of the presentation.	Excellent organization.	4____
	Good organization.	3____
	Some organization.	2____
	Presentation is disorganized.	1____
Speaking: Presenter speaks loudly and clearly enough to be heard, demonstrates good posture, and refers only occasionally to notes.	Excellent speaking skills..	3____
	Some successful use of speaking skills.	2____
	Little use of speaking skills.	1____
Timing: Presentation should take only the amount of time assigned by the teacher.	Timing exactly correct.	3____
	A little too long or little too short.	2____
	Presentation more than a minute long.	1____

20-18 = Excellent
17-16 = Good
15-14 = Satisfactory
13-12 = Needs Improvement
11- 5 = Unsatisfactory

TOTAL SCORE__________

YOUR GRADE__________

Unit XII: A Nation in Quandary: 1975--

Question/Problem 2: America's strength has always depended partly on its ability to strike a balance between unity and diversity. How did American society in the 1980s balance unity and diversity?

Objectives: The students will be able to:

1. recognize that elements of unity and diversity actually can exist within each category.
2. identify the elements of unity and diversity during the 1980s.
3. gather and record information.
4. categorize elements of unity and diversity.
5. interpret data.
6. evaluate the balance between unity and diversity in a public problem.

Description of lesson/activity:

1. America's strength has always depended partly on its ability to strike a balance between unity and diversity. How did American society in the 1980s balance unity and diversity? Read Richard B. Bernstein's essay on Unit XII for background information. It may be appropriate for student use.
2. The resources available for student use to research this unit include: almanacs, telephone books, music, newspapers, and magazines, etc.
3. Divide the class into groups of three or four students. Be sure there are an even number of groups, so groups can be paired for the culminating activity. For example, ten groups of three will later form five groups of six. Assign unity to half of the groups and diversity to the other half.
4. Have students read the excerpt on Student Resource #1 from Jesse Jackson's speech to the 1988 Democratic National Convention. Students should underline key words and phrases that will help them understand the main idea of diversity and unity.
5. From Jackson's speech, each group will develop a list of categories of unity or diversity including race, gender, occupation, and ideology. Then, have students brainstorm additional categories they think are important. Use the following questions and some of the examples to help get them started.
    - Unity: What unifies our society? What makes us come together? Are unifying categories always positive? Examples of categories include: current events, fashion, natural disasters, epidemics (AIDS), our system of government, values, the educational system, sports, heroes, music, social causes, movements, words we use, national holidays and symbols, etc. Remind students to think creatively about their own experiences.

- Diversity: What separates us? What makes us different? And what makes us think we are different? Are diversifying factors always negative? Examples of categories include: race, religion, class, ethnicity, gender, culture, occupation, ideology, sexual orientation (see Bernstein's essay XII), geographic location (e.g., state, region, neighborhood), school curriculum, diseases (AIDS), mobility, attitudes (being materialistic), etc. Here again students should think creatively and as self–consciously as possible.

  NOTE: The same categories may appear on both lists!

6. Bring all of the unity groups together into one large group. Do the same with the diversity groups. Have both large groups develop a master list. Break down into original small groups after a master list is developed.

7. Pair up unity and diversity groups so there are six to eight students in a combined group that includes one unity group and one diversity group. The combined groups should share the unity and diversity lists. Group discussion should include why categories are on one list and not another and why some categories might be included on both lists. NOTE: Students need to understand categories that unite also divide and visa versa. They should then star those categories containing both elements, justifying as they select. Of the starred items, students in each combined group should choose the three they feel might represent balance during the 1980s.

8. Each group should then research their three categories to show both the unifying and diversifying elements of each during the 1980s. An important question for students to answer is how did unity and diversity play out for each category. The balance struck was not necessarily equal. Consider AIDS as an example.

   - AIDS and Diversity: The gay community and to a lesser degree drug users were blamed for the spread of AIDS in the 1980s. The nation was divided into "them" and "us." There was a general feeling that AIDS was someone else's problem, namely gays and IV drug users. It didn't concern or touch most Americans. Funding and health insurance became issues toward the end of the 1980s.

   - AIDS and Unity: During the 1980s the gay community came together for support. The goal of the medical community was to find a cure, although they were divided on how. The war on drugs became important.

   - During the 1980s the issues surrounding AIDS divided more than unified.

   - In the 1990s AIDS touches or will touch everyone's lives. The issues are bringing people together. Se issues which create unity and diversity and the balance struck changes with circumstances.

9. After groups have gathered information on unity and diversity elements for each of their three categories, they need to decide how a balance or lack thereof was struck within each category.

10. Next have students individually write an essay which draws conclusions on the balance or lack of balance within one of the categories. Share the accompanying assessment instrument with students at this time. A simple outline for an essay is as follows:

- introductory paragraph for the category
- paragraph identifying and explaining unity element
- paragraph identifying and explaining diversity element
- concluding paragraph which shows how balance was achieved between the two

11. As an enrichment activity, students could create a "Unity and Diversity Quilt." Each student should be given an equal sized square of paper or cloth. On these squares students should use words and symbols to demonstrate a topic which unifies or separates society. When completed, the squares should be connected to create a "quilt" that reflects the mosaic of contemporary society.

Unit XII: A Nation in Quandary: 1975—

Question/Problem 2: America's strength has always depended partly on its ability to strike a balance between unity and diversity. How did American society in the 1980s balance unity and diversity?

Student Resource #1

Excerpt from Jesse Jackson's speech to the Democratic National Convention, July 20, 1988.

The only time that we win is when we come together....

Common ground.

America's not a blanket woven from one thread, one color, one cloth. When I was a child growing up in Greenville, S.C., and grandmother could not afford a blanket, she didn't complain and we did not freeze. Instead, she took pieces of old cloth—patches, wool, silk, gabardine, crockersack on the patches—barely good enough to wipe off your shoes with.

But they didn't stay that way very long. With sturdy hands and a strong cord, she sewed them together into a quilt, a thing of beauty and power and culture.

Now, Democrats, we must build such a quilt. Farmers, you seek fair prices and you are right, but you cannot stand alone. Your patch is not big enough. Workers, you fight for fair wages. You are right. But your patch is not big enough. Women, you seek comparable worth and pay equity. You are right. But your patch is not big enough. Women, mothers, who seek Head Start and day care and pre-natal care on the front side of life, rather than jail care and welfare on the back side of life, you're right, but your patch is not big enough.

Students, you seek scholarships. You are right. But your patch is not big enough. Blacks and Hispanics, when we fight for civil rights, we are right, but our patch is not big enough. Gays and lesbians, when you fight against discrimination and a cure for AIDS, you are right, but your patch is not big enough. Conservatives and progressives, when you fight for what you believe, right-wing, left- wing, hawk, dove—you are right, from your point of view, but your point of view is not enough.

But don't despair. Be as wise as my grandmama. Pool the patches and the pieces together, bound by a common thread. When we form a great quilt of unity and common ground we'll have the power to bring about health care and housing and jobs and education and hope to our nation.

From Diane Ravitch, ed., The American Reader: Words That Moved a Nation (New York: HarperCollins, 1990), pp. 368–369.

Unit XII: A Nation in Quandary: 1975--

Question/Problem 2: America's strength has always depended partly on its ability to strike a balance between unity and diversity. How did American society in the 1980s balance unity and diversity?

Unity/Diversity Essay Assessment Criteria

Understanding: Demonstrates thorough understanding of concepts of unity and diversity and articulates clearly the balance relationship between the two.	Thorough understanding of concepts and balance.	5______
	Good understanding of concepts and balance.	4______
	Adequate understanding of concepts and balance.	3______
	Limited understanding of concepts and balance.	2______
	Student fails to adequately demonstrate understanding.	1______
Evidence: Uses a variety of detailed examples to explain concepts of unity and balance.	Variety of accurate facts, details, and examples of concepts.	5______
	Good use of detailed examples of concepts.	4______
	Limited use of detailed example of concepts.	3______
	Few examples or not described in sufficient detail.	2______
	No evidence of unity and/or diversity is given.	1______
Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.	Essay had definite beginning, middle, and end.	3______
	There is an attempt to organize essay.	2______
	No organization, lacking proper structure.	1______
Writing style: Essay is readable with varied sentence structure.	Clear and readable writing style.	2______
	Some parts of letter are not clear.	1______
Grammar, mechanics, spelling. Essay has been proofread.	Grammar, mechanics, spelling consistently correct.	3______
	Some weaknesses and errors.	2______

17–16 = Excellent
15–14 = Good
13–12 = Satisfactory
11–10 = Needs Improvement
9– 5 = Unsatisfactory

YOUR SCORE________________

YOUR GRADE________________

Unit XII: A Nation in Quandary: 1975—

Question/Problem 3: How is the United States interconnected to the rest of the world?

Objectives: The students will be able to:

1. describe in what ways the United States is interconnected with the world.
2. identify and explain examples of the involvement of the United States in the world since 1980.
3. gather and record information from a variety of resources.
4. locate places of United States involvement on a world map.

Description of lesson/activity:

1. In order to show students that we are connected to the world in economic ways, the teacher should first direct students to observe everything that is around them in their classroom and to determine the origin of each item. For example, a tag in their shirts might show that it was made in Taiwan, their watch might be stamped on the back "made in Japan." Have students brainstorm, observe, and share their findings with the class. You might want to list on the board all the places they have found in this activity. Discussion should lead students to the realization that we trade substantially with foreign markets.
2. For homework, the teacher could ask students to make a list of ten imported goods found in their bedroom. The list should be two columns: the product and the country of origin. Discussion can resume the next day.
3. The teacher should then ask students what happens when we are not able to get the goods that we need from foreign markets? Some sample answers might be: "We need to make the product ourselves." "We change markets." "We do without the product." If it has not come out thusfar, the teacher should remind students of the Persian Gulf War. America responded so swiftly to Iraq's invasion of Kuwait in large part because of our dependence on oil from the Persian Gulf states.
4. The teacher should then brainstorm with the class other reasons why we are interconnected with the world. Students should understand that these interconnections are a result of foreign policy, and that this is a form of public policy. Some answers might be: natural disasters, strategic reasons, humanitarian reasons. You might even want to have students come up with examples such as our involvement in Somalia because of famine (humanitarian reason) and the fact that Somalia was one of our allies in the days we sought to contain Soviet influence in that part of Africa (strategic reason). Students should understand that there are often two or more reasons (e.g., a strategic reason and a humanitarian reason) for involvement.

5. Divide students into small groups and direct them to research specific examples of U.S. involvement in world affairs during the administrations of Carter, Reagan, Bush, and Clinton. Using textbooks, periodicals, and reference works, group members should complete the chart (Student Resource #1) giving at least two examples for each Administration. There are more foreign policies for some administrations than others.

Some appropriate examples that might be found are:

Carter:	Iran Hostage Affair, Salt II, Camp David Accords, boycott of 1980 Olympics due to Soviet invasion of Afghanistan.
Reagan:	release of Iran hostages, El Salvador, Nicaragua, Lebanon, Grenada, START talks
Bush:	Panama, Persian Gulf War, end of Cold War, Somalia, Bosnia
Clinton:	Bosnia, Somalia, Haiti, Korea, Middle East

6. Class will reassemble to share and discuss information found and to fill in any gaps on their charts.

7. Give students a world map (Student Resource #2) and using the information from their charts, they should locate the places where the U.S. was involved and indicate on the map during which presidential administration it occurred. Students are to make symbols to use on their map that would be representative of each of the administrations. Symbols should be indicated in the map legend.

Resources:

1. Textbooks
2. Periodicals (such as Time and Newsweek)
3. World atlas and almanacs

Unit XII: A Nation in Quandary: 1975—

Question/Problem 3: How is the United States interconnected to the rest of the world?

Student Resource #1: World Involvement Chart

Direction to the Students: Using textbooks, periodicals, almanacs and other reference works, complete this chart for each of the following administrations:

Carter (1977–81)
Reagan (1981–89)
Bush (1989–93)
Clinton (1993–present)

The number of countries/regions may change for each administration and a foreign policy may have more than one reason for U.S. involvement.

Administration ______________________

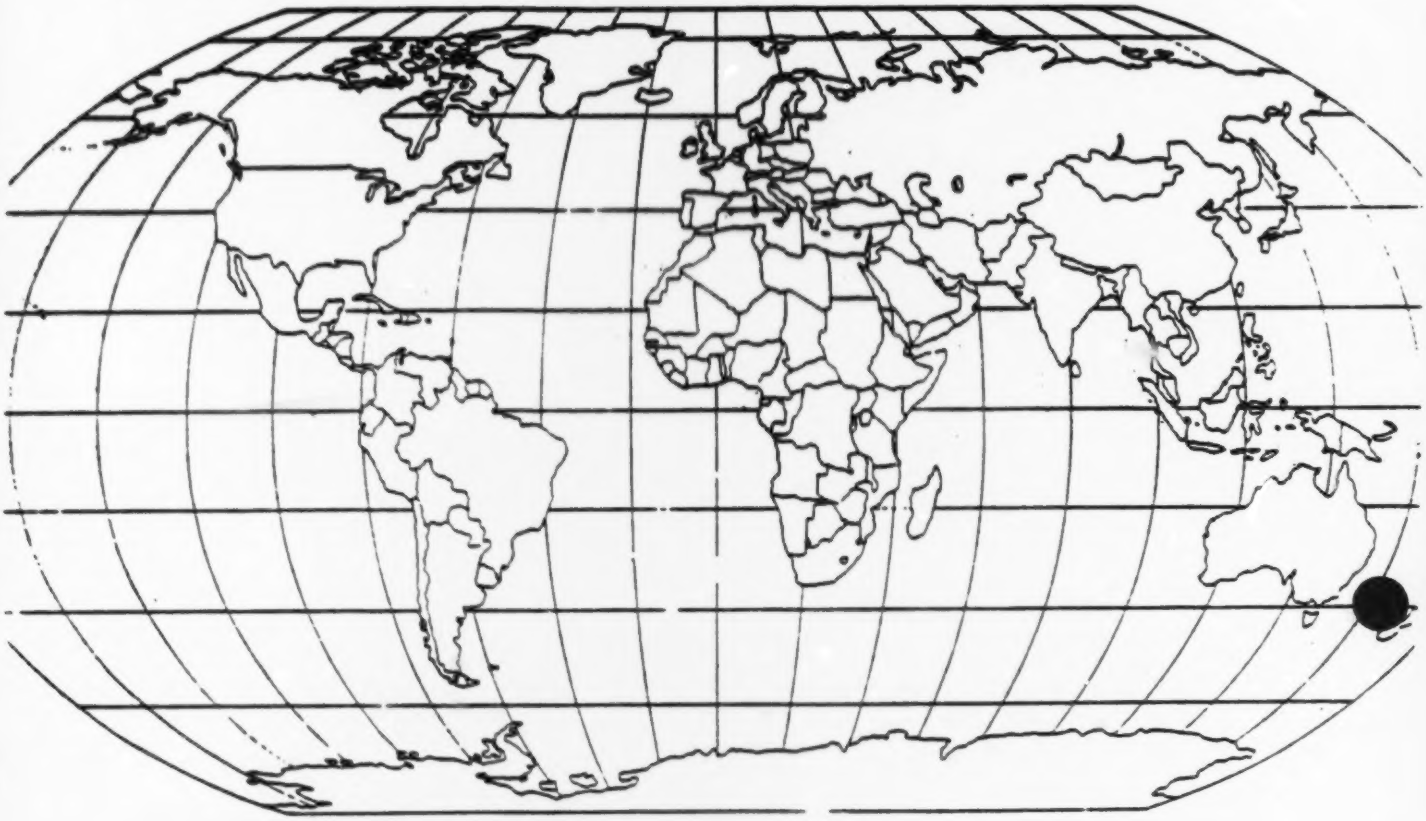
Country or Region	Description of Foreign Policy	Reasons for U.S. Involvement

Unit XII: A Nation in Quandary: 1975–

Question/Problem 3: How is the United States interconnected to the rest of the world?

STUDENT RESOURCE– WORLD MAP– #2

Directions to Student: Using your chart, locate the places where the U.S. was involved. Also, indicate on the map, by the use of symbols, during which presidential administration there was involvement.



LEGEND